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ABSTRACT

Case studies of study service activities (activities that adapt higher education more closely to the community) are examined. The document describes 21 such studies, one from each of 21 countries, undertaken by college students in the community. Background information is included on the origin, conditions, and need for study service in higher education, along with principles underlying the programs and concept of study service. Trends are also described concerning the development and refinement of objectives, the growth and expanded role of study service programs, the diversity of programs, and new forms of international cooperation. After identifying problem areas regarding study service, future prospects are suggested. It is claimed that study service programs have neglected some areas of action by focusing mainly on socioeconomic objectives (rural development and public health and hygiene), and educational objectives (elimination of illiteracy, and post-elementary activities). It is recommended that attention should be directed toward broader social and cultural problems. The case study countries are: Brazil, Canada, Costa Rica, Cuba, Czechoslovakia, Egypt, East Germany, Guyana, India, Indonesia, Israel, Mali, Mexico, Mozambique, Nepal, Poland, Rumania, Union of Soviet Socialist Republics, Tanzania, the United States, and Zambia. (SW)

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UNITED NATIONS EDUCATIONAL,
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# STUDY SERVICE:
# A TOOL OF INNOVATION IN HIGHER EDUCATION

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## NOTE BY THE SECRETARIAT

This study was undertaken as part of Unesco's programme of activities to encourage innovative trends in higher education which foster the democratization of education and the promotion of development. It deals with study service in higher education, a relatively new but extremely important concept in that it adapts higher education more closely to the needs of the community.

Since 1976, when the General Conference adopted a resolution on study service in higher education, Unesco has been exploring all aspects of study-service schemes: their objectives, concepts, administrative and financial structures, relations between work and study, etc. The result of this investigation was, among other things, a series of analytical reports presented by the Director-General at the twentieth and twenty-first sessions of the General Conference and the preparation of detailed studies of the subject.

This document contains a series of twenty-one case-studies covering the experience gained by a representative number of countries in the field of study service, based on information received by the Secretariat from Member States between 1978 and 1982. An introduction, based on the analytical reports and on the studies themselves, takes a close look at particular aspects of study service and analyses the various ways in which it affects the life of students and teachers and influences both the educational process and community development.

It is our hope that this study, which draws on a wealth of material, will be of use to all those who are interested in study-service programmes and the integration of education and production.

The study was prepared by Isabel Monal, Jagbans K. Balbir and Victor Adamets (a former member of the Secretariat) of the Division of Higher Education and of Training of Educational Personnel.

PART I

## INTRODUCTION

### 1. STATEMENT OF THE PROBLEM

#### (a) Origin, conditions, need for and present interest of study service in higher education

'Study service' is to be understood as meaning activities carried out by students for the benefit of the community which are regarded as part of their vocational and civic training.

Although study service is not something new, the practice has perhaps been more widely adopted in the last two decades, especially in those countries with the most pressing development needs. It is clear today that study service represents an important trend in innovative experience in education at the tertiary level and a major trend in present-day education as a whole, which is seeking to develop and introduce ways of integrating education and productive work into the learning process and encourage participation in the world of work. It is to be noted that study service made its way into educational practice before the term itself was coined or the concept as such established. It is the product of the evolution of education in general and of tertiary-level education in particular and, at the same time, a source of innovative developments in education policy, the organization and methods of education, the designing of curricula, etc.

Study service is very much associated with efforts to involve students and, more generally, institutions of higher education as a whole in national development and to prevent theory from becoming divorced from practice. Study service was first introduced as a response to specific problems, for example, those encountered by the socialist countries at a particular stage in their historical development, and coincided with their efforts to transform society and establish a new set of values focusing on the development of individual capacities. Education and the universities thus embarked on a new and uncharted course. It was not until the 1960s that this trend began to make significant headway and, in the last two decades, it has developed considerably. Although study-service programmes are today in operation in almost all countries of the world, representing all types of social system and all levels of development, they have been most successful in the developing countries (Cuba, Egypt, Ethiopia, India, Indonesia, Tanzania, etc.), and this is because it has become quite clear that the services offered by students in these schemes can benefit both the nation as a whole and the local communities, especially those in the most remote rural areas where the need for such services is the greatest.

To a large extent, the recent proliferation of study-service activities must be viewed within the more general context of the interest in the relationship between education and work. Specialists and others responsible for study-service activities seem to agree on the need for the establishment of close links between education (at its different levels) and work. It is interesting to note that both the developed and the developing countries concur in this view. Clear evidence of this consensus can be seen, for example, in the positions taken at the various regional Conferences of Ministers of Education organized by Unesco in Africa, Asia and the Pacific, Europe and in Latin America and the Caribbean. All of these meetings stressed the value of promoting work in combination with education and even more the need to extend this type of experience to all levels of the educational system. More recently, at the 38th session of the International Conference on Education, organized by Unesco, these trends were confirmed, notably in its Recommendation, three of the underlying principles of which are quoted below:

'1. There should be effective and continuing interaction between education and productive work, in the sense of production of material and intellectual goods and services that are useful to the individual or to society, not necessarily in return for remuneration, and taking account of the training contribution of the productive sector itself.

2. Efforts to establish such interaction should, as appropriate, relate to all levels and all forms of education and, while providing for a certain independence of the participating elements, should emphasize the interdependence between theory and practice, the place and significance of productive work within the framework of social, aesthetic, cultural, economic and individual values, and the best possible general and vocational education.

3. Action to establish, reinforce and promote such interaction at different levels of education may include the introduction into educational curricula and programmes of provision for creative and productive activities, of their further development, and for participation in socially useful activities or actual practical work within or outside the educational establishments'.

The theme of the interaction between education and work is not new and, as mentioned earlier, has been discussed for decades. However, the fact of the matter is that it was a long-standing academic tradition to draw a hard and fast line between education and the world of work. Now, because of the pressing demands made on contemporary society, the whole problem is taking on a new dimension and requires urgent action. In the realm of higher education, for a variety of reasons, there is keen interest in the relationship between education and the world of work. There is a growing consensus regarding the need for such linkage in so far as the old models have to be replaced by new ones and a rational, balanced and constructive relationship between education and work must become an integral component of the educational system as a whole. This is particularly true at the tertiary level, where the integration of studies with production and research is becoming indispensable and a key element of educational policy and strategy.

One of the reasons for the ineffectiveness of the old models is their failure to make due allowance for the intereaction between study and work and the increasing role of education, science and technology in the productive activities and life of society today. Science and technology have become factors of development. Technology, in particular, has forced radical changes on the world of production without which it would no longer be competitive. Such developments naturally had an immediate effect on the training of specialists who now had to have the knowledge and special skills made necessary by the new production techniques. And they were expected not only to master these new techniques but also to suggest ways of streamlining them. All that has underscored the need to integrate the academic courses of future specialists with production and the world of work in general.

Another cogent reason for intensifying and institutionalizing the integration of work and community service with education at the tertiary level is the fact that the university is not always equipped to provide students with the up-to-date knowledge they need, especially in the fields where technology is making the most spectacular progress; enterprises and production units also have a role to play here. In the world as it is today, unless the industrial enterprise takes an active part in the training of future specialists, the chances are that the university alone will not always succeed in turning out fully qualified specialists.

The growing awareness of the need for interaction between education and work (including community service) is also explained by the dissatisfaction of society with higher education in that it often fails either to meet the needs of society or to satisfy individual aspirations.

This situation is becoming particularly acute in many developing countries where there is a severe shortage of qualified personnel and, in some cases, where there is a traditional distrust of university graduates and an unwillingness to employ them. It is moreover equally clear that a university education, which is often regarded as being too theoretical, does not always guarantee the graduate satisfactory employment. Society cannot go on investing large sums in higher education when it has so little to show for it. The establishment of a working relationship between education, productive work and research is thus seen as a means of improving the situation.

The community and the productive sectors have a responsibility towards education, on the other hand: they must assist in the renewal of education since they, too, will benefit from it. It is not only the university and the education system that must establish contact with the world of work and the community, the latter too must abandon their traditional positions and come together with the university. It is becoming increasingly clear that the community and the productive sector have responsibilities in the matter of the discovery, experimentation and development of new, creative and modern educational methods. While there is little doubt that the educational sector is mainly responsible for such matters, the productive sector and the community do have their role to play, and this role is to be regarded as a definite part of their specific functions.

(b) Principles underlying the programmes and concept of study service

It is important to clarify the principles underlying the establishment of study-service programmes. These principles as well as the objectives of the programme are essential points of reference for framing educational policy and assessing its results, inasmuch as study service in higher education can be planned and its various forms established only in the light of educational policy as a whole.

To be effective, study service must fulfil certain conditions and be guided by certain principles. Comparative experience has brought to light a number of such conditions and principles:

the work performed by participants must be 'real work', that is work geared to their training needs and not merely a requirement for obtaining a degree. Both students and teachers must have a clear understanding of the purpose of the activities and the expected results;

these services must be of sufficiently long duration to ensure that both students and the community they assist derive some benefit from them;

the activity must be viewed not as a peripheral or casual experience compensating for a lack of practical training but as a standard, continuing component forming an integral part of the educational process;

an effort must be made to achieve balanced development of the physical and mental aptitudes of the individual, in his own interest and in that of society at large;

activities involving interaction between study, productive work and research should be devised in the context of lifelong educational strategies;

study-service schemes and activities should be geared to planned educational objectives and goals;

such activities should take into account and ensure the harmonious development of an individual's personality, avoiding too narrow a specialization that prevents the individual from realizing his full potential;

community interests at both the regional and national levels should be the basis for interaction strategy and the implementation of different types of programmes and different forms of co-operation between the educational and productive sectors.

As far as the concept of study service in higher education is concerned, because of the diversity of programmes (of their features and nature), the basic concept of study service and the definition given to it ought to be fairly flexible.

Two questions spring to mind in this connection, and require some clarification: (a) Should study service be voluntary or compulsory? (b) Should it be an isolated experience for students or a permanent commitment? A particular country will decide that study service is to be voluntary or compulsory depending on its social and educational situation and the results it hopes to achieve. While the integration of study-service activities with the educational process is essential, the question of whether the service should be voluntary or compulsory is secondary. A voluntary system would perhaps be preferable in cases where students provide services unrelated to their particular speciality. Thus, the question has important implications for the organization of programmes and their relationship with courses. It has to be decided at a country's policy-making level in the light of the need for a rational balance between the requirements of the various communities and the nation, on the one hand, and the individual interests of participants, on the other.

It is clear from the information received and the diversity of programmes in operation that study service in higher education, whether it be voluntary or compulsory, should be an integral part of the educational process. It should cover a variety of activities that involve students (during the time they spend outside school) in the active solution of the socio-economic problems of a given community (local or national) and in the development of the university while, at the same time, ensuring the civic and pre-professional training of future specialists with due regard for their development as individuals.

## 2. SOME MAJOR TRENDS

### (a) Framing and refining of objectives. Positive effects

Study service is regarded as a factor of community and individual development because of its educational and training value. It has been instrumental in making students and teachers aware of their responsibilities towards the nation and has led to improvements in specialized personnel training through the integration of theory and practice.

Experience confirms that study service is a highly effective means of community development. It plays an essential role in the following fields: rural development, literacy training, post-elementary educational activities, hygiene and public health, which is not to say, however, that such disciplines as the fine arts, literature and sociology, which have broader cultural aims, are excluded from study-service programmes.

By and large, study-service objectives are educational, political, social or economic, but in most cases there is a combination of two or more of these objectives, which are generally seen as closely linked. Prominence is given to this or that combination of objectives, according to the nature of the particular programme.

The considerable amount of information collected by Unesco allows us to identify a whole set of objectives and point to the positive results achieved; while the list is not exhaustive, it is broadly representative of the various regions involved in study-service programmes. It is generally felt that programmes of interaction

between study and work - more specifically, the forms of study service - should make an effective contribution to the material and cultural well-being of young people and to the socio-economic and cultural development of all societies, in particular those that are the least developed. Participation in study-service activities gives students a sense of social responsibility by providing them with a clearer perception of community needs and duties. Contact with the realities of the country promotes a deeper understanding of the problems facing the local or national community. Through its efforts to achieve balanced development of intellectual and physical aptitudes, study service fosters contact with and understanding of the world of production and recognition of the dignity of work.

Work thus becomes an important factor in the all-round development of the human personality and a means whereby it reaches maturity. The educational process as a whole and learning in particular is thus cast in a more modern mould and provides a better opportunity for making fuller use of material and human resources. At the purely professional level, these activities strengthen the links between theoretical knowledge and practical training and provide students with better preparation for life and their future integration into the world of work, while improving their productivity. All this enhances the employment opportunities and career prospects of future graduates. The activities students engage in reinforce their theoretical knowledge and assist them in making career choices and, at the same time, they assist in the identification and resolution of problems requiring an interdisciplinary approach.

It is also important to note the longer-term effects and repercussions of study service and the fact that it can be conducive to strengthening national identity, promoting national unity and developing moral values.

Study service in the industrialized countries is often a means of combining theoretical knowledge and practical training and organizing the participation of the persons concerned in community service. Study-service activities are regarded as being an important factor in the quality and effectiveness of studies and schooling.

The developing countries point more to the positive role of these activities for the community and endogenous development. In the context of the efforts made by these countries to close the gap between urban and rural communities and between the modern and traditional sectors of the economy, study service helps to break down the barriers between those who receive an education and those who do not; it also helps to forge closer links between educational institutions and the communities which they serve. Study service can lead to the closer integration of students in the life of the nation and promote their active involvement in its development.

Analysis of study-service activities in general shows that they are worth while not only for students who, already receiving a continuing academic training, thereby acquire practical experience and a keener awareness of social responsibilities and needs, but also for institutions of higher education. It helps to bring the educational process up to date, which is of tremendous importance for development, and also helps to clarify and find solutions to some problems. In this way the educational process makes a contribution to the overall process of development.

(b) Numerical growth and expanding role of programmes

The information available on various programmes shows that in the past fifteen years study-service has become more widespread and that many countries have great expectations of this type of activity. Schemes are increasing in numbers, in types of activities, covered, in recognition, status and respectability and in the duration of time allotted to them in courses.

In Mexico, as early as 1977, 21,000 people were participating in different 'social service' programmes. In Indonesia, 40 students were involved in the K.K.N. (Kuliah-Kerja Nyata) programme in 1971-1972, and since 1982 study service has become part of the curriculum. In Poland, 50,000 students take part every year in study-service programmes. In the United States, this type of programme and the number of students engaged in it are continually expanding. The same phenomenon is observable in the Union of Soviet Socialist Republics, where some 500,000 students are involved in construction work alone, one of the many study-service programmes in operation. In Cuba, since study service was made part of the teacher-training course, the number of tertiary-level students participating in it has steadily grown. Similarly, in Tanzania, National Service, which was established in 1964 as a voluntary scheme, has become compulsory for men and women (between the ages of 16 and 35) who have completed their secondary education. In Czechoslovakia, the various types of study service have become numerically more important since 1977. In Costa Rica, study service got under way in 1971-1972 with a few hundred students taking part; by 1980, the number of students participating exceeded 3,000. In India, between 1969-1970 and 1974, the number of students in study-service programmes increased from 40,000 to 170,000 and at present totals some 500,000. In Guyana, the number of students and institutions engaged in the programme is also growing. In the German Democratic Republic, there has been a steady increase in the number of students involved in study service since 1966. In Romania, practically all students are involved either in the system of 'practical productive work' or in 'patriotic work'. New institutions have come into being like the University of the United Arab Emirates (founded in 1977) and Yarmouk University in Jordan (founded in 1974), which have shown considerable interest in the community services their students can provide. Evidence of interest in developing study-service programmes is also seen in the new education policies launched by Mozambique and Barbados.

(c) Diversity of programmes

The diversity of programmes is due to a number of factors: the relationship established between course of study and study service; the type of study-service activity; the time devoted to it; the nature of the service (continuous, periodic or single period); remuneration (salary or honorarium), if any; calibre of participants; nature of participation: students and labour force or students alone; machinery for evaluating performance of participants or absence of such machinery.

It would appear that the scope, thrust and range of many programmes are changing, the aim being to strengthen the links between academic studies and community service. Programme components are added or reinforced: co-ordinator guidance; administrative support; inter-institutional co-operation arrangements; decentralized management and planning. In some cases, safeguards are strengthened or, if need be, introduced to ensure that the theoretical aspects of education are not jeopardized. The overall aim is to broaden the sweep of education, to make it more tangible and better adapted to the real needs of national development, to make students more keenly aware of their responsibilities towards the nation and, finally, to meet the needs of a rapidly expanding economy for skilled manpower.

Starting from voluntary service many countries have come to the conclusion - often put into practice - that study-service programmes should preferably be compulsory. It cannot be asserted, however, that such service must be either voluntary or compulsory; it is particularly difficult in the cases of large countries like the United States of America, Canada, or India and also in certain socialist countries; some countries have a mix of both types. In view of the multitude and diversity of programmes, no national type or model can be categorized and every generalization is likely to have numerous exceptions. Many sound and worthwhile programmes may not conform to certain prevailing patterns. Even when programmes are alleged to be compulsory or voluntary, nuances can be observed. In the case of Cuba, Mali, Mozambique and Nepal, for instance, study service is compulsory for all students, either as a

requirement for political education, or forming part of curricula; in Guyana, Mexico, Czechoslovakia and India, study service is compulsory in some faculties (of social sciences, teacher training, medical sciences, dentistry and agriculture). In some countries, like Tanzania, study service is compulsory in some faculties where it has been practicable to organize schemes (with an ultimate aim to extend to all faculties).

In most situations, study service involves all full-time students including foreigners; part-time students are generally exempted from such programmes. On the other hand, in certain programmes they have to undertake service within the framework of studies. No discrimination is generally made in terms of assignments between male and female students, though male students tend to accept 'heavier' physical tasks. Local cultural values may create distinctions in terms of distribution of assignments.

Study service may also be taken into account as a factor in the granting of a degree or diploma; it can either precede or come after the course of study; it may be considered as a prerequisite for admission to an educational establishment, as an adjunct of the educational process or as a condition for obtaining employment on completion of studies. Participation in study service can be compulsory or voluntary.

Many study-service programmes are designed to meet the development needs of rural areas; others are primarily focused on urban areas. Students are assigned a great variety of tasks: elimination of illiteracy, literacy teaching for adults, agricultural extension work, health education, other non-school educational activities, improvement of roads, bridges and water conveyance, housing construction, etc. These tasks are often related to the student's particular field of study. Study-service participants usually live in the community where they work. They are seldom paid for the time they work but they occasionally receive a small sum of money to help them defray expenses.

Regardless of the form study service may take, a single, isolated period of service does not seem to be very useful; continuous and regular service, on the other hand, seems to have a lasting effect on both the community and participants. Educational objectives are more readily attainable when attitudes, skills and knowledge are consolidated by regular practical work and when the economic and social problems of the nation or the community are tackled persistently; this develops an awareness of the problems of our time among participants and gives them an opportunity to put into practice their ideas of how they can best be met.

The duration, continuity and timing of study service also varies. Some schemes require a continuous period whereas others could be periodic or sporadic. Continuous service is practised in: (a) short-term programmes/camps lasting ten days to three weeks, usually during vacations (German Democratic Republic, India); (b) longer projects (Cuba) related either to in-service training (Czechoslovakia, Mali, USSR) or to national events; (c) longer professional practice (Tanzania's 'Fourth Term'); (d) National Service Schemes (one-year duration in Tanzania, twenty weeks in Zambia) and US-ACTION or one-year 'experimental' learning programmes also in the United States.

Considerations governing continuous service are the need to integrate students in the community (National Development Service, Mozambique and India) to build up close group affiliations, solidarity and discipline (Tanzanian National Service and the K.K.N., Indonesia), to promote better planning and financing, and to overcome problems of boarding, lodging and transport in areas away from urban centres (Indonesia and Nepal).

The stage in the academic course at which study-service is organized varies: (a) a period before the academic course (Cuba and Tanzania); (b) service early in the course of studies: eight to ten-day camps to fifteen hours' practical work per week for first-year students (India); (c) service parallel with the study course: a minimum of 120 hours' service a year during the students' leisure time: the camps in the German Democratic Republic, 'July Activities' in Mozambique, 'Fourth Term' in Tanzania, vacation service in Indonesia; (d) service half-way through the academic course (Nepal, Cuba, Guyana); (e) service coming late in the period of a course of study (internship programmes in the United States, training in the last year, Mali); (f) service after the period of study (Egypt). It is in the interest of governments, institutions, parents and students alike that the timing and duration of study service should be carefully chosen.

The organization and administration of study-service programmes are also very varied. The schemes are, by and large, run by the university administration: they benefit from the participation of university staff. But the nature of this participation varies considerably. Staff perform a variety of tasks: some are responsible for the briefing of students, some for the decision on assignments and their supervision, others set up projects, visit the service sites, and negotiate and co-ordinate activity at the administrative levels (Nepal), still others work as technical advisers or as co-ordinators of projects. Staff do not seem generally to join in and work along with the students, though they do participate in work camps (India) or 'humanism week' (Zambia) or other short-term campaigns against drought or floods and similar calamities. It is fair to say that faculty members are part of the group and their involvement varies from total participation to guidance, financial management and motivation. For most programmes, particularly 'experiential', 'co-operation' programmes or 'Professional practice' programmes, the faculty visit students during their placement in industry, administration or other employment enterprises; they also identify new positions for future placement in the programme (Canada, Czechoslovakia, Poland, Union of Soviet Socialist Republics, United States).

It is generally recognized that students are particularly inspired and well motivated when their 'superiors' join in. In some cases, no extra incentives are offered for staff participation in such schemes (Mozambique, India); in others, the moral compensation is considered satisfactory enough (Guyana); in some, an honorarium is paid (India, Indonesia) or pocket money or transport costs are offered (Indonesia); in some cases (Mexico), moral, academic and economic incentives are offered to the staff.

(d) New forms of international co-operation

The information that has come into Unesco clearly shows that new forms of international co-operation have emerged in recent years. Students who perform study service abroad not only contribute to the welfare of other communities than their own but also enhance their own development (knowledge of other cultures, moral satisfaction, etc.). Programmes of this type have been undertaken by Goshen College, Indiana, U.S.A., and by the German Democratic Republic. Cuban students participate in literacy campaigns or teach in other developing countries. As regards bilateral activities, the Finnish Ministry of Education mentions those undertaken by the work camps of the Cuba-Finland Association, and the participation of the Student Association of Helsinki University in work camps in the Soviet Union.

Mention should be made of a recommendation submitted by the Intergovernmental Committee of the Caribbean Community to their governments on the need to integrate the academic world and the world of work, for it throws interesting light on the study-service programme (the Caribbean Volunteer Corps) planned for the region. According to the information Unesco has on study-service programmes, the Caribbean project is the first such programme to cover a whole region that is confronted by the same problems and whose implementation involves several Member States. It is

also interesting to note that the Intergovernmental Committee responsible for considering recommendations relating to higher education in the region endorses the main objectives of the study-service activities organized by other Member States. Moreover, several Specialized Agencies of the United Nations have shown interest in this type of programme, for example UNDP (United Nations Development Programme), UNICEF (United Nations Children's Fund) and WHO (World Health Organization).

This international aspect of study service merits special mention because international organizations like the United Nations can supervise study-service exchange programmes between different countries, between those whose progress is slow and those whose progress is more rapid, and thereby narrow the gap between peoples.

The information that has been collected thus provides clear evidence of the trend towards new forms of international co-operation in the field of study service. It throws a new light on the tremendous possibilities offered by service projects as an effective means for expanding and intensifying international co-operation and furthering worldwide understanding.

## 3. PROBLEMS AND DIFFICULTIES

Some major problems are stated below:

(i) A major problem is to ascertain whether a clear-cut concept of 'study service' can be applied to the variety of students or whether diversity is not an essential condition, as reflected by the variety of models now in operation. On the conceptual plane the implication is that research should help define the components, and requirements, of study service and the most acceptable manner of integrating it more purposefully with the objectives, policies and structures of higher education. Once the conceptual base is specified, projects can be better planned and implemented, distinctions between 'field work', 'field training', 'pre-service placement' and 'study service' can be clarified, and nuances between National Service Schemes, initiated as part of national government policies for youth including university students, on the one hand, and the higher education institutional framework and requirements for study service on the other hand can be brought out. There is perhaps need for integrated policy guidelines as well as inter-ministerial and inter-institutional reflection and co-ordination on the subject.

(ii) At the level of implementation, the planning of projects and the material and administrative organization of study service raise the problem of resources and their mobilization. The financing of study-service schemes, for instance, is an important element. As these schemes are relatively of recent origins, funding (except in some cases) is precarious and improvised. Even if participation by students remains unremunerated, arrangements for an adequate allowance (including the definition of what is adequate), have to be made. Extra costs must be estimated as students go out to the community and in the villages or the urban slums; a travel grant, subsidies for board and lodging, equipment, insurance and health schemes and educational materials are some of the many items to foresee. Administration of study service requires human and material resources. At the present juncture, study-service schemes because of their novelty can compete only with difficulty, for scarce funds available for higher education, although many experiences have attested their positive aspects. Transport and communication (Somalia, Tanzania, Zambia, India and other countries refer to this problem) between the 'outposts' of study service and the headquarters from where policy and instructions are issued, are other

items of expenditure. Programmes and projects should not be allowed to get stale, unattractive and, therefore, counter-productive. Programming of the entire learning process and the institutional involvement is of vital importance.

(iii) Although the positive impact of the study-service experience is recognized by all groups involved in these programmes, resistances to the concept and to realization of study service at the higher education level have to be counteracted. Some 'pure' academics tend to believe that the intellectual quality of study will be jeopardized by the obligations of even voluntary 'service' because higher education is a 'disinterested' pursuit of knowledge; some of them believe that study of human problems and, therefore, their solution, needs attention only at the postgraduate level, when students are more mature. However, one can argue that since man learns by experience and that the earlier he is trained to pass through this stage, the better for him and his neighbours. Some parents and some students are adverse to extending the period of study as a result of service becoming an integral part of it. Is it not better, however, to learn and work for 'relevant' studies related to the reality rather than just follow a rather 'academic' programme? Some communities believe that they have nothing to learn from the young students of higher education, they can contribute little to their welfare; some administrators consider that study-service schemes achieve only insignificant progress in humanity's quest for a better quality of life.

(iv) In some countries, given a wholesale commitment to the use of students on work projects, a situation similar to the one in Mozambique or the German Democratic Republic can arise, where the main problem is the fact that 'the enterprises require more students than can actually be supplied'.

(v) Some difficulties are connected with the material conditions of particular countries, especially the developing countries, which are experimenting with study-service programmes. The physical configuration of some countries, which have regions that are isolated and far distant from the centre, compounds the social and economic difficulties. Problems of planning, the need to co-ordinate the activities of the many institutions involved in study-service programmes, the shortage of qualified staff to direct and supervise projects, the need to provide assistance to the students themselves, all these are major obstacles jeopardizing the success of such programmes.

(vi) There is another series of difficulties which stem from organizational problems and from traditional modes of thought and are a product of the educational process itself.

As far as the latter is concerned and the impact it has on the study-service schemes, various difficulties are suggested by various experiences having to do with the nature of programmes, the identification of community problems (Indonesia), the right choice of activities and tasks, the balance between periods of study and periods of service, the effort involved in planning student participation (Costa Rica) and techniques for evaluating programmes in terms of objectives. The problems raised by the evaluation of the results achieved by students are also crucial. Some feel that it is no easy matter to supervise the administration of study service and evaluate results (Costa Rica), that there is room for improvement and that strict evaluation procedures should be introduced (Romania). Another question raised concerns the incorporation of the results achieved by students during study service in the grading system or evaluation of the university with which they are affiliated

(Indonesia) and the role of the local authorities and directors of local institutions in the evaluation (Nepal), the implication being that the credit system is not always applicable to the evaluation of study-service activities.

## 4. PROSPECTS

Study service in higher education is not something new, and it has become, as mentioned earlier, increasingly widespread over the last two decades. A great deal of experience has, therefore, already been accumulated and it could be enhanced by additional, more exhaustive studies and by more precise ways of evaluating the results of study service. Existing data do make it possible, however, to identify different prospects for its future development as well as newly discovered benefits.

The question of study service is tied in with the more general problem of national development and education policy. As such, study-service programmes have to be planned and implemented within the framework of international development structures in such a way as to involve students, especially those in the developing countries, in the overall implementation of national development strategies and, ultimately, in promoting the establishment of a new international economic order. Study service should be viewed not as an end in itself but as an instrument for implementing the overall national policy of states, a function closely linked with its educational role. It is for the political and academic authorities to decide to what extent and in what form study service should be promoted at the policy-making and executive levels.

From the standpoint of the academic system itself, study-service activities should be viewed from the angle of higher education policy as a whole, which is geared to the needs of society, to development and social progress including rural development and the elimination of illiteracy. Study service is, therefore, the primary responsibility of governments and universities and it is for them to decide on the form and importance to be given to study-service programmes.

Study service could be developed in line with the objectives of international co-operation, following initiatives taken by United Nations agencies within the framework of the international strategy proposed by the Third United Nations Development Decade. This would open up large and promising areas for international co-operation and the possibility of combining some programmes with those of other institutions thereby helping them to attain the objectives set out above. Study service could play a particularly useful role in development programmes.

As study service is now a worldwide phenomenon, the exchange of experience gained in that field in certain important areas should be developed and a preliminary evaluation of such experience should be made in the light of future prospects.

It seems that study-service programmes have neglected some areas of action by focusing mainly on socio-economic objectives (rural development, public health and hygiene) and educational objectives (elimination of illiteracy, post-elementary activities). Attention should now be directed towards another important domain, particularly that of social and cultural problems in the broadest sense of this term. A wide range of activities could be envisaged to embrace such problems as the status of women, the responsibilities of motherhood; sociological research could be carried out and assistance made available to various cultural groups as, for example, amateur groups with an interest in music, literature and art.

The educational function of study service is of the utmost importance. To a certain extent, it responds to the need to democratize education and to make more extensive use of out-of-school forms of education and lifelong education. Study service in rural areas contributes in different ways to the democratization of

education, involving students in regular teaching, in literacy and adult education programmes and in other activities aimed at community development (sanitation, building, agriculture, etc.). It helps formal and non-formal education to offer more opportunities for both children and adults in rural areas where opportunities are often lacking. The participation of students in these activities which are integrated in the regular educational process makes both students and the rural population realize that education is a many-sided process that can also be channelled through activities pursued under study-service programmes.

One of the most interesting features of study service is its potential for innovation; it helps to tone down the rigidity of some educational systems and opens up prospects for the continuous renewal of the educational process. In that way, study service brings to light new, hitherto unexplored educational options.

PART II

CASE-STUDIES

# B R A Z I L

## I. INTRODUCTION

1. Study-service activities carried out at national level are organized by two different centres: (a) The University Rural Centre for Community Service (CRUTAC), whose programmes are designed to extend the functions and activities of universities in the regions in which they are located. Student participation is voluntary. (b) The Projeto Rondon, which is responsible to the Home Ministry and organizes six kinds of programmes: (i) national operations, which take place during the vacation period in regions other than the place of study; (ii) regional operations, which take place during the vacation period in regions near the place of study; (iii) special operations, which consist of services provided to urban fringe populations at the request of public or private organizations; (iv) extension campus, which consists of services provided in conjunction with higher educational establishments for the most needy sectors of the population; (v) study seminars, designed to promote the exchange of teachers and institutional information; (vi) study travel for faculty members and students in connection with the practical side of certain subjects; the project considers the students' efforts to be a practical and voluntary contribution towards the country's integration and economic development. (c) There are also regional programmes which integrate university study and productive work, as exemplified by the Faculty of Dentistry of the Catholic University of Minas Gerais.

2. The CRUTAC project was launched on the initiative of the universities themselves. The decision was taken subsequent to a pilot experiment undertaken by the Federal University of Rio Grande do Norte in 1966. In 1969, the Federal Government established a Commission to support CRUTAC within the Ministry of Education with the participation of the Home Ministry and the Ministries of Agriculture, Health, Labour and Planning. The CRUTAC programme is either optional or compulsory, depending on the university involved. It operates in twenty-two state universities in the country. At the present time, eight kinds of programmes are in operation in the northern and north-eastern regions of Brazil (Rio Grande do Norte, Naranhão, Pernambuco, Para, Amazonas, Alagoas, Sergipe and others).

3. On the basis of the statistics available for the two projects, the participation by university faculty members and students may be summarized as follows:

   (a) From 1974 to 1978 22 institutions participated in the CRUTAC project in the northern, north-eastern, central-western, south-eastern and southern regions of the country, involving a total of 386,172 students and 5,805 faculty members.

   (b) Thirty students participated in the Projeto Rondon in 1967, but in 1979 the figure had risen to 91,781; a total of 493,103 students worked for this project between 1967 and 1979.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

4. The universities consider study service to be a function of higher education which should be developed at the same time as teaching and research. It was on this basis that some of the CRUTAC project programmes were planned and organized.

5. Study service in Brazil is aimed essentially at encouraging students to make a contribution to their country's development. The country's geography and population distribution have led various programmes to emphasize the part university students can play in national development. It was felt that students and faculty members could make a practical contribution to the development of the most backward regions, subregions and local communities. To these objectives the CRUTAC project added the educational goal of integrating students into society and providing them with an awareness of community problems related to their fields of study.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and its relationship with the study programmes

6. Students may participate in the various service programmes during their last two years of university study. Such service is not always voluntary; certain universities include it as a set part of their curricula. Only the Projeto Rondon is completely voluntary.

The work assigned to teams or individuals is related to their fields of study. For example, students in engineering schools assist in planning the construction of a bridge or highway, whereas those in medical or dentistry schools provide semi-professional services in these areas.

7. The service may also assist in the execution of certain work projects, in surveys conducted in conjunction with public or private organizations on a regional basis, in the organization and management of holiday camps, surveys of hotel infrastructure in the capitals of the various states, drawing up programmes for folk festivals, and so forth.

8. All the programmes carried out under the CRUTAC project and university study service are regarded as part of the academic curricula by most universities. In some cases, work performed in study service may account for a substantial part of the curriculum, as in the case of the School of Dentistry and the School of Medicine of the University of Minas Gerais. With few exceptions, the other programmes do not earn credit in study curricula, however.

### Posting of students

9. In most of the CRUTAC programmes the students perform their study service in public or private organizations or in urban or rural environments near the universities as is the case, for example, in the rural programmes carried out in the northern and north-eastern regions.

### Duration and period

10. The great majority of programmes take the form of training courses held during vacation periods and last for a maximum of thirty days, during which students work from eight to ten hours a day. Only in the case of study-service programmes for the Amazon region do training courses last for a full year. Care is not always taken to ensure the continuity of training courses in communities in priority regions, which causes problems for such communities and gives rise to difficulties in providing follow-up to programmes.

### Organization of students' work. Role and participation of the administrative and academic personnel

11. In the case of the CRUTAC and study-service projects, the administrative and teaching personnel organizes the work of the students in collaboration with

governmental organizations and local communities. Faculty members direct activities in the field. Students usually work in groups, especially in regions distant from university centres.

12. The Projeto Rondon no longer pays students for the services they render. Under the CRUTAC programme some universities give students allowances to cover their expenses, whereas others provide their room and board during the work period.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

13. The organization and management of the CRUTAC project are the sole responsibility of the universities, which work in collaboration with the public authorities and organizations in charge of the development of the region or communities involved. Public organizations such as SUDENE (Superintendencia de desenvolvimento do Nordeste) and FUNRURAL (Fondo rural) assist in programming and evaluating university activities.

14. The CRUTAC project's financial resources are derived mainly from university budgets, which in turn receive subsidies from the Ministry of Education or, in the past, from CINCRUTEC, a commission which was established within the Ministry to co-ordinate and stimulate CRUTAC programmes and subsequently abolished after setting up twenty-two programmes. Universities may also contribute resources left over from previous contracts entered into with public bodies engaged in development programmes.

## V. PRELIMINARY PREPARATION OF THE STUDENTS

15. Participants who are engaged in their last two years of university studies have already received an academic training for semi-professional activities; however, they are given no special information concerning the practical tasks they are expected to accomplish.

## VI. PRINCIPAL RESULTS ACHIEVED AND IMPACT OF STUDY SERVICE ON THE STUDENTS, THE UNIVERSITIES, AND THE LOCAL AND NATIONAL COMMUNITY

16. The increase in the number of participants in the projects under discussion may be considered to be a positive development. The concern shown by the universities and their institutional participation in study-service programmes have also increased, and an increase may consequently be observed in the number of programmes being implemented and in the amount of resources allocated to them. The same is true of projects set up by organizations and communities which request study-service assistance.

## VII. PROBLEMS AND DIFFICULTIES ENCOUNTERED. FUTURE OUTLOOK

17. From 1972 to 1975, the programme maintained a permanent system to evaluate the content of programmes and their repercussion on academic standards. From 1975 to 1979, evaluation was concentrated more on the material and financial aspects of the goals set. Preliminary studies carried out on the CRUTAC project by the Ministry of Education and the universities have identified some of the problems and difficulties encountered. First of all, it appears that the CRUTAC project's limited resources are insufficient to meet the growing demand of students interested in participating in study service. The same difficulties are encountered in the continuation of the Projeto Rondon. Programmes carried out in the different regions under this project may be of short duration, which leads to problems in maintaining continuity and efficiency. The high cost of transportation and administration make it impossible to expand the programmes.

18. The credit value accorded to study service within the university curriculum also gives rise to problems. In the first programmes carried out by the universities, study service was considered as compulsory and as part of the course of study for the last two years. However, the limitations mentioned above, combined with the increase in the number of students, many of whom come from the world of work, have made it impossible to introduce changes in the study system as intended. For this reason some universities find it difficult to accredit study units for activities performed during study service.

19. There is also a danger that voluntary student participation may give rise to a certain lack of continuity in project implementation, since participants do not receive detailed information on programme activities, and are not sufficiently familiar with the characteristics of the remote areas to which they are assigned. It has also been observed in connection with programmes carried out in communities far removed from the university centres that touristic considerations may override programme objectives. This has created difficulties in relations between the students and the local communities, which expect the programmes to help them to solve their problems.

20. It is felt that these difficulties could be surmounted by better co-ordination between the various kinds of study service. The activities programmed will also be more closely tied in with national and regional plans to promote development and national integration.

## VIII. CONCLUSION

21. Study service, viewed as an extension of the university's activities, appears to be one of the most interesting contributions of the programmes implemented in Brazil, since it tends to bring students and the university closer to community problems having a direct bearing on their specific disciplines.

# C A N A D A

## I. INTRODUCTION

1. Study-service programmes in the full sense of the term are provided in some higher education institutions and include, for example, the community development programmes of the University of Alberta and of the Algonquin College of Applied Arts and Technology and the alternating study programmes organized by the University of Waterloo. All of these programmes provide, in one way or another, for a specific period during which the students perform productive activities for the community. These activities form part of the syllabus and the students are granted a certain number of credits for them.

Moreover, a number of university faculties and departments in areas such as law, journalism, education and social work, require that students perform unremunerated community work; this work is marked and taken into account in scholastic assessment.

The provincial governments have also set up a certain number of student employment programmes in the form of summer projects designed to provide services to the community.

2. Programmes are also offered to all kinds of young people who are not necessarily university students by various national voluntary service agencies.

Noteworthy among these agency programmes is the Katimavik Programme (meaning 'meeting place' in Esquimo), a national programme which started in 1976 and which is intended for young people aged 17 to 22. Its aim is to give young Canadians an opportunity to serve society and to gain greater knowledge about it through practical work over a ten-month period. This work is mainly in the area of environmental protection (safeguarding and development of national parks, flood control and the control of erosion) as well as the use of community resources, help for the handicapped, assistance to farmers in agricultural work, etc.

The engagement is for at least eight months during which the volunteers give classes in English, literacy, elementary mathematics, etc. Other programmes may focus on improving conditions in respect of nutrition, hygiene, birth control, organization of local newspapers, etc. In all cases, the programmes are determined by the communities themselves according to their needs.

Efforts are made to engage foreign students studying in Canada in addition to Canadians.

3. The Canadian University Services Overseas (CUSO) is a voluntary agency which recruits young Canadians for educational service in specific fields and provides financial and material support for development projects in Third World countries. It also organizes activities in Canada in order to give Canadians an opportunity to become aware of the links existing between the industrialized and Third World countries and to understand them.

The agency has two sections, English and French.

Certain similar characteristics can be found in two other voluntary agencies: Canada World Youth and Canada Crossroads International.

4. Canada World Youth Programmes are intended for young people aged 17 to 20 in Canada and in a number of Third World countries. In 1976, 350 young Canadians and 350 young people from twelve countries participating in the project took part

in activities over a period of eight months divided in two four-month sessions. During the first four months, the participants worked in various Canadian communities; the second part of the programme took part in the co-operating countries, each receiving a mixed group of Canadians and non-Canadians.

5. Canada Crossroads International, founded in 1958, is an agency in which young people from Canada and from other countries participate. In 1977, it assigned eighty-nine Canadian volunteers to four countries in the Caribbean, thirteen in Africa and two in South-East Asia; in exchange, it received sixteen volunteers from twelve Third World countries.

6. A number of study-service characteristics are also found in the 'Frontier College', a completely unconventional institution founded in 1899 which has no specific syllabus or permanent student body and staff. The College recruits men and women from all parts of the country who want to teach and combine education with productive work in educationally and socially disadvantaged communities (remote regions where mass unemployment is rife, especially areas inhabited by Indians).

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

7. The objectives of the study-service programmes are primarily educational and based on the principle of 'training through experience'. Social objectives are also sought through the contribution to society of students who are assigned during their period of service to non-profit-making organizations or to community development bodies.

8. All in all, the objectives of the voluntary community service programmes are social, educational and economic. The Katimavik programmes aim at developing the personality of young people by making them useful to the community while they learn about the methods for the protection of the environment and for the safeguarding of nature. Frontier College conducts programmes which, with the use of non-formal educational methods, are designed to enable those who have not had access to higher education to gain an insight into socio-economic problems and to learn how to solve them. Awareness of international problems, the promotion of exchanges among young people from various countries, the struggle against poverty, and aid to development in the Third World are among the objectives which underlie the programmes conducted by CUSO, Canada World Youth and Canada Crossroads International.

## III. PRINCIPAL CHARACTERISTICS

9. The University of Alberta community development programme is offered by the Faculty of Graduate Studies and Research (Master of Arts course). Students work for four months in a field related to their aptitudes, their work being organized by social welfare agencies and/or community organizations.

10. The Algonquin College community development training programme and the University of Waterloo co-operative studies programme provide for alternating periods of university study and 'training through experience'. In the first case, the training programme lasts four semesters: the first semester is spent at the university (intramural studies) and during the second semester, the students serve the community through group work in community or civil development services in areas close to Ottawa. This process is repeated during the second year of the course. The University of Waterloo programme provides for alternating periods of study and work for students in their respective field of study. They work in commercial or public sector enterprises which are interested in receiving this type of student engaged in the 'co-operative studies' programme.

11. The voluntary community programmes as a whole are unrelated to the university system and none of the agencies grants diplomas or credits to the young people participating in this type of service. These programmes are of interest to higher education study-service schemes because of their objectives and the methods of training the participants.

## IV. CONCLUSION

12. Most of these experiments, even though they are not designed for university students while they are studying, represent a significant contribution, given their objectives and their methods, to the establishment of community service programmes for young people. From the standpoint of non-formal education, attention should be drawn, in the analysis of study service, to the educationally innovatory objectives which, in their different ways, these programmes reflect.

# COSTA RICA

## I. INTRODUCTION

1. Study service in higher education is performed under various types of programmes, all of which are designed to enable students to contribute to the country's economic, social and educational development.

The programmes as a whole are known as 'University Work for the Community' (TUC). This is productive work done by the participants with and for the local and/or national community. Extension of study service to all students is being considered and, for the time being, it is compulsory for students at the University of Costa Rica. Participation in the service is, in fact, a prerequisite for obtaining a diploma in any kind of university study leading to advanced professional training.

There are also several study-service programmes which are of a voluntary nature. Some of these are organized by academic departments or by student movement organizations, while others are sponsored by the Ministry of Culture, Youth and Sport in co-operation with the Youth Movement or the National Boy Scout Council.

2. Compulsory study service in higher education was an idea promoted by teachers and students following the 'Third University Congress' held in 1971-1972. In 1975 the Vice-Rector of the University of Costa Rica prepared the first study-service projects for students registered that year. There were several phases in the preparation of the programmes. The first phase was one of discussion and definition of ideas and concepts which were finally approved by the institutions of the University. In the second phase, the Vice-Rector in charge of Social Action sponsored some experimental voluntary work projects for students. The third phase was devoted to evaluation, study of methods and the establishment of compulsory study-service programmes. The first experiments, thirteen different programmes involving 334 students, were carried out in 1977 under the guidance and management of the Vice-Rector in charge of Social Action. A fourth phase, in 1978, saw the organization and establishment of a section whose academic units were to plan, execute and administer the programmes. They have already organized 19 programmes involving 442 students. By 1980, a total of 3,500 participants had taken part in the study-service programmes.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

3. The University feels that research and teaching are closely linked to social action, which is rooted, as it were, in the national community and develops with the latter. Study service in higher education is therefore considered to be[1] 'a multidisciplinary activity which establishes reciprocal links between the students and the community and leads to dynamic and critical action aimed at helping to overcome the practical problems of the community and of society as a whole, particularly the problems of dependence and underdevelopment'.

4. The University of Costa Rica considers 'social action' to be one of the functions of higher education of which study service is a part. 'Social action' is a means of developing in the academic community, i.e. among staff, teachers and students, as well as parents, an awareness of collective needs and an understanding of the practical problems of society. It is in this way that the university intends

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1. Declaration of the Third University Congress. University of Costa Rica (1971-1972).

to contribute to Costa Rica's 'economic and educational' development. In addition, it is felt that direct contact with the problems of the community is of great educational value to students, as it may involve them in the performance of specific tasks which may or may not concern their field of study.

5. There are three general types of objective:

(i) the development in students of a social awareness, viewed as commitment to the life of the nation;

(ii) commitment to society, through services rendered;

(iii) a conception of the university as an institution and as an academic community whose purpose is to meet the country's present needs.

6. From an educational standpoint the development of the personality of students participating in study service is sought by encouraging: (a) commitment to social welfare; (b) development of critical and creative thinking in order to assist in the solution of social problems; (c) acquisition of an overall view of national problems; (d) learning and working as a team, both with students of other disciplines and with members of the community concerned with study service in higher education; (e) it is also necessary for students to realize that their activities are of real use to their country, while taking into account, during their work, the contribution of those who have not had university training. All of these must be achieved if the future professional is to understand the service role he will have to perform in the community.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and its relationship with the study programmes

7. The work offered to the students, in the form of practical assignments, will serve the needs of rural development and 'social action' in urban areas. The tasks proposed do not always match the fields of study of the participants. As the various programmes are compulsory for obtaining diplomas, they correspond to specific credits in the curriculum.

8. Work is done in interdisciplinary groups with the active participation of the community concerned, study service in higher education being seen as a reciprocal process of inputs and learning for the students and the community. All students must participate, whether they are studying on a full-time or a part-time basis. There is no distinction, in job assignments, on the basis of sex, but the preference and professional ability of each participant are taken into account.

9. TUC programmes cover a number of different types of work and activities such as adult literacy work, agricultural diversification, health education, non-formal education and participation in improvement of the infrastructure, e.g. work on highways, bridges, dams, public buildings, parks, etc. Students' preferences as to the community in which they wish to work are not taken into account in their assignment. This depends on the objectives of the specific programmes.

### Duration and period

10. The average duration of study service in higher education is 300 hours of work for all participants who want to obtain the baccalaureate or a first degree. For shorter-term studies, students are required to perform only 150 hours of study service. The service performed by students is approved only when they have accomplished the short-, medium- or long-term objectives assigned to them under the programmes.

11. The performance of tasks by the students is organized in a flexible manner and this permits reliance on participation by all categories of students: full-time students, students who work, etc. Various methods are therefore proposed for the accomplishment of these tasks: (a) full-time work for a period of two months, during vacations or during the school year; (b) part-time but regular work at any time of the year.

Organization of the students' work. Role and participation of the administrative and academic personnel

12. The academic units have been responsible for planning, implementing and administering the programmes since 1978. The teaching staff has several tasks to perform. Within each teaching unit, a professor is placed in charge of co-ordinating the activities of all the study-service programmes connected with that unit. Each programme is managed by a teacher as programme director, while other teachers serve as programme officers. In certain cases, some students with experience in the field of study service in higher education work as assistants. In 1977 fifteen teachers took part in the TUC programmes.

Remuneration

13. There is no remuneration for the service the students perform, but they receive a partial allowance from the university to cover expenses for transport, food or accommodation; this varies according to the programme.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

14. The University is responsible for all the TUC programmes. The Office of the Vice-Rector for Social Action has so far been organizing and managing all the programmes and it now co-ordinates the activities of the teaching departments through a unit manned by two social work specialists.

15. The budget for the programmes comes from the University, which itself receives the necessary funds from the state, except in a few cases. In 1977, the budget stood at ₡500,000[1] and it was increased in 1978 to ₡1,500,000. Agreements may be concluded between the teaching departments and private or public sector institutions, as well as with international organizations. All of these agreements must be concluded under the supervision of the Office of the Vice-Rector for Social Action, which can approve them if they take into account the policies and plans of the University of Costa Rica. Up to 1978 the only funds received which were not provided by the University consisted of a grant provided by Unesco for literacy programmes. In 1977 and 1978 the cost per participant of experiments carried out in urban areas ranged from ₡500 to ₡1,500.

## V. PRELIMINARY PREPARATION OF THE STUDENTS

16. The students receive some prior training. On the one hand they receive general training, consisting of information on the objectives, the work for which the community (TUC) is responsible and national problems. On the other hand, they take part, together with teachers, institutions and members of the local community, in the preparation of the programme. In conjunction with this general preparatory phase, the students attend, during their course of study, various lectures or seminars on national problems and one course, of sixteen hours' duration, organized by the Office of the Vice-Rector for Social Action, on community work. For some programmes, special training courses are offered by the institutions concerned. In

1. The exchange rate in September 1977-1978 was US $1 = Costa Rican ₡8.57.

the case of literacy programmes, for example, the competent department of the Ministry of Education provides orientation courses on the work to be carried out.

17. In addition, the students are given a special booklet, stamped by the Office of the Vice-Rector for Social Action, in which the number of hours worked must be recorded and comments, experience and the bibliography used by the participants during the period of service must be noted. The booklet also contains necessary instructions regarding the general procedure for accomplishment of the service and regarding the practical aspects of the programme.

## VI. PRINCIPAL RESULTS ACHIEVED AND IMPACT OF STUDY SERVICE IN HIGHER EDUCATION

18. Each programme is evaluated periodically. All the parties concerned with the programme are involved in this process. The working teams have been very critical in these evaluations, but all the participants consider the experience to be of great educational value and beneficial for students and the community alike.

19. The TUC has caused the students to reflect upon their future professional role and has also made them think further about proposed solutions for the country's major problems.

20. All the TUC programmes are oriented on the basis of national plans for the economic and social development of Costa Rica. However, the projects in which the University participates are those which the academic community considers to be worth while and in keeping with its own objectives.

## VII. PROBLEMS AND DIFFICULTIES ENCOUNTERED. OUTLOOK

21. Continuous project evaluation has created a few problems and difficulties. Most of these problems are due to the fact that few of the teaching staff are taking part in the programmes, because of their heavy academic workload. In the case of the students, the extent of their academic course requirements sometimes prevents them from more participating actively in TUC projects.

22. There are also financial difficulties, especially with regard to transport, for which the University is entirely responsible. Some difficulties have also arisen in the co-ordination of multidisciplinary teams, particularly in drawing up schedules for programme execution and for work evaluation meetings.

23. It is hoped that, in the future, study service in higher education can be extended to all higher education institutions and thus ensure that study service will become really compulsory for all. Current and future projects must be carried out within a minimum of three years, and an effort must be made to find appropriate solutions to community problems, whether local or national. In this way, the University hopes to achieve a unity between research work and the accomplishment of practical tasks. The organizers are interested in seeing a contribution made by the international organizations on the basis of observance of the policies and plans drawn up by the University.

## VIII. CONCLUSION

24. The experience of study service in higher education in Costa Rica shows that all conditions required for its implementation are met. Special attention is drawn to the positive character of the TUC approach. The manner in which this educational experiment is being carried out makes it a dialogue, as it were, between the participants and the communities affected by the programmes, having as its object the finding of solutions to practical problems encountered in the economic, social and educational development of Costa Rica.

# C U B A

## I. INTRODUCTION

1. The national education system integrates study with productive work and is founded on the concept of the educational value of work in training students at all educational levels. Work performed by students is a contribution to the country's development and, in the case of higher education, is a means of promoting democratic social mobility. (This system has enabled many workers to accede to higher education within the framework of lifelong education.)

2. Between 1960 and 1970, the authorities, political organizations, state organizations and popular organizations sought, at all levels of the education system, the most appropriate means of integrating work into education. In 1974, a Medium-Term Plan was set up which led to the following forms of organization: (1) At the primary education level 'student vegetable gardens' (huertos escolares) were organized under Ministry of Education Decree No. 154/72. The educational aspects of this programme are the responsibility of the Ministry of Education, whereas material and technical assistance is provided by the Ministry of Agriculture. In the 1975-1976 school year, there were 156,415 fourth to sixth grade children boarded on a full-time or half-time basis in such garden units. Garden production that year amounted to 217,789 quintals. (2) Country schools (escuelas en el campo) - ESBEC in the case of students in basic secondary education and IPUEC in the case of those in pre-university secondary education - and technical training schools are the forms of organization employed to integrate work and training at the secondary education level. During the period 1972-1973, 11 per cent of senior high-school students attended courses in country schools in 93 different localities. This figure has increased greatly as the buildings required for these programmes have been built. The teaching and learning methods employed divide school activity into alternating study and work periods. Cultural and political activities supplement basic training. (3) As far as higher education is concerned, starting with the 1970-1971 school year, the Medium-Term Plan provides for the participation of all students in work-study programmes under a system in which work and study are performed in alternating periods. The introduction of these programmes and of other schemes having the same objectives has contributed to a democratic change in the composition of university student enrolments with the result that 45 per cent of the students enrolled in the school year 1974-1975 were workers.

3. The university reform of 1962 and Ministry of Education Decree No. 392 provided for the integration of work into school curricula and the incorporation of workers into higher education, and subsequently the education authorities, teachers and youth organizations undertook research on ways and means of achieving these goals. During this period, the first experiments consisted in large-scale participation by students in adult literacy campaigns and in priority economic and social development plans during part of their vacation or for short periods at other times. The universities also organized courses for workers (cursos dirigidos) with a view to incorporating them into higher education and meeting the need for qualified higher echelon personnel.

4. Later, programmes were set up for senior university students from various schools to enable them to work in their respective fields. In 1964, the School of Medicine, in conjunction with the Ministry of Health, decided to set up a training programme for health service personnel, starting with fourth-year students. This programme enabled students to begin practice of their future professions and also help to solve the problems arising from the shortage of specialized personnel. This programme developed rapidly and received additional impetus during the 1966 'school in the country' programme (escuela en el campo), in which 150,000 students

participated for a period of 45 days. Students at all levels of the medical curriculum worked on this project in the areas of preventive medicine and medical care, according to their academic level. At the same time, education students, starting in their second year, gave lectures in different parts of the country. In 1965, the School of Economics established 'economic research teams' which have carried out more than 400 research projects since 1973. Between 1967 and 1969, students in the Geography Faculty worked between four and six months in the provinces of Oriente and Pinar del Río collecting data on geomorphology, vegetation and population, and producing maps of these regions. The faculties of Veterinary Science and Agronomy organized 'physiopathology brigades' to provide students with specialized training in the field of zootechnology, particularly with regard to animal reproduction. During these training periods, the university faculties organized a special programme of meetings between teachers and students, known as 'encounters', in which the teachers gave lectures and directed the students' bibliographic studies.

5. In a later phase of research, the universities organized exploratory programmes designed to place students and teachers for longer periods in agricultural or industrial production centres. In 1968, the Civil Engineering Faculty of the University of Havana assigned thirty third-year students to work in Pinar del Río Province, where they participated in a local forestry development project. The academic performance of these students was similar to that of students who studied only at the university, with the difference that those who had taken part in the work-study programme had received better practical training. During the sugarcane harvest in the province of Camaguey in 1970, the universities set up a programme under which 350 students in different specialties of civil engineering worked in 17 sugar mills, assisted by 77 teachers. The academic performance of the participants in this programme was also better than that of those who followed the regular curriculum. This programme brought about close collaboration between university students and those responsible in the administrative, technical and political fields in the region, as well as with the people of the community. The positive results of this research prompted the university authorities, the teaching staff and the students to consider reforming the university structures in order better to adapt them to the desired goals. In 1970 the universities established 'teaching units' in large business enterprises and regional university centres.

6. The primary concern of the First National Congress on Education and Culture, held in 1971, was to study the experience and achievements of the education system. This Congress was attended by 1,781 persons representing state, educational, youth and popular organizations, and it made 3,116 recommendations which were considered necessary for the preparation of a Medium-Term Plan for the education system. In 1971, the government approved the Education Improvement Plan for 1975-1981. This plan was devised to bring about change at all levels of education with respect to plans, programmes, teaching-learning methods, the restructuring of educational institutions and the establishment of new programmes for cultural, political and sports activities. Part II describes how this plan was put into operation. Under the Medium-Term Plan, all university students were integrated into the work-study system. Brigades of students studying education continue to provide service both by helping to meet the need for teachers in secondary schools and by educating workers, as in the case of the Julio Antonio Mella Brigade.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

7. Education is seen as a continuing process of integrating study and productive work. The education system thus has the function of promoting and organizing lifelong education so that 'each student is a worker and each worker is a student'. The establishment of this system, as a contribution to meeting the country's development needs, has made education accessible to all strata of the population.

8. The goals to be achieved are of an educational, economic and political nature, the task being to integrate all members of the community into the common effort to develop a socialist society. With respect to higher education, the educational goal is to close the gap between intellectual work and manual labour by means of a productive work-study system which enables students to acquire complete, polytechnical training and makes education accessible to workers without the need for them to leave their places of work. As far as the country's goals of economic and cultural development are concerned, this educational method accelerates training for higher echelon positions and makes the skilled labour provided by students at various levels in their training permanently available. This process is aimed at promoting participation of the entire community in education and achieving effective study and production programmes formulated on scientific bases.

9. The productive work-study system is part of the overall training of students, since it enriches their personalities and familiarizes them with the productive system under real conditions. Students thus develop awareness of their role as producers for society and acquire the skills required for solving production and social problems, while at the same time they learn good work and study habits.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and relationship with the study programmes

10. Since the 1972-1973 school year all students participate in the production process in programmes which alternate work, study, and ideological and sports activities throughout the entire course of study. During their first years of study, students provide service in various kinds of enterprises and public organizations. This work and/or these activities have no direct relation to the students' fields of study. Nevertheless, the organizers take certain criteria into account in assigning students, so as to distribute them as effectively as possible in the communities in which they are to work. In addition to the needs of enterprises, student aptitudes are also taken into consideration so as to put their scientific and cultural skills to good use and to determine how the students can gain effective experience for their personal development. Final-year students provide service in their field of study, either in the form of manual labour or intellectual work, for example by participating in research projects in the School of Economics in its 'economic research teams', in the School of Geography by collecting data and making maps, and in the 'Physiopathology Brigades' organized by the School of Veterinary Science.

### Posting of students

11. Students provide service in communities near their schools or in enterprises in which university departments, schools or affiliates operate, under programmes in which students alternate study with work. This type of programme makes it easier for workers to have access to higher education without having to abandon the productive system.

### Organization of student work. Role and participation of the administrative and academic personnel

12. University authorities and administrative staffs organize programmes in collaboration with those in charge of the organizations and enterprises in which the students provide service and/or in teaching institutions set up in production centres. Teachers participate on the spot in projects with the students and in certain activities associated with their fields of study and/or research.

Remuneration of students

13. Students receive remuneration for the work they perform, in the same manner as other workers performing similar tasks.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

14. The universities are responsible for organizing the programmes. First, the authorities conclude agreements with production and/or service centres. Those in charge of university programmes then study the requirements of employers for skilled labour, as well as student abilities and training levels, prior to setting up participation programmes for the students.

15. Management and evaluation of the programmes are the responsibility of the university authorities, the production and/or service centres, workers' organizations and the students themselves. Financing for the programmes is provided by the national budget through production and/or service centres.

## V. PRIOR TRAINING OF STUDENTS

16. Students are provided with information concerning their participation in the work and are also given training in the form of lectures and practical instruction. At the same time, the universities constantly revise the contents of their textbooks to make them useful to students both for their academic training and for the accomplishment of their specific tasks in the productive system.

## VI. ROLE AND RELATIONSHIP WITH THE COMMUNITY

17. Organization of the education system by integrating productive work into study requires the participation of the entire community, since it involves not only incorporating students into production, but also incorporating workers into higher education. For this purpose, students participate in popular organizations and in most of the activities of the enterprises. Evaluation of the results of the programmes is carried out by the community as a whole, i.e. the enterprise community and the local community. This has made it possible to improve study plans, programmes and methods on a continuing basis so as to ensure that they fulfil the needs of the various categories of students - particularly worker-students - and also to bring about greater university participation in the educational and cultural development of the community as a whole.

## VII. PRINCIPAL RESULTS ACHIEVED AND IMPACT ON THE STUDENTS, THE UNIVERSITIES, AND THE LOCAL AND NATIONAL COMMUNITY

18. The two main objectives - participation of students in the productive system and access of workers to higher education - have been achieved. Since 1973, all students participate in study-productive work programmes without prejudice to the development of higher education or productive activities. The number of diplomas awarded has been maintained and in some cases has increased as, for example, in the School of Science, which showed an increase of 25 per cent in the number of diplomas awarded during the 1973-1974 school year. The same is true with regard to economic development plans. Another result achieved in the same period was the increase in the number of workers enrolled in higher education.

19. All the parties involved in the process consider the incorporation of all students into productive work to be a positive measure. The students consider

their participation to be beneficial in that it makes them aware of the realities of socialist society and engages them directly as producers for its development. They also appreciate their participation as a means of facilitating their transition to professional life. Workers' organizations consider student participation in enterprises very useful from various standpoints: (a) It provides new possibilities for workers to study. (b) The students make socially useful contributions to society. (c) The participation of students in various organizations and activities enriches the community culturally.

20. The university authorities and the administrative and teaching staffs note that the work-study system contributes towards students' overall training, it enables them to: (a) acquire a sense of responsibility and involvement in the development of socialist society; (b) acquire discipline and maturity with respect to their studies; (c) become aware of the need to participate in popular organizations; (d) acquire manual skills.

21. The establishment of work-study programmes in the universities has resulted in the development of research on new teaching-learning methods, the constant improvement of academic plans and programmes, and the publication of textbooks for scientific and technical training of students. These programmes have also enabled teachers to increase their understanding of the country's economic and social problems and to develop scientific and technological research in accordance with the needs of the community. The university authorities have been obliged to study new ways of organizing the university that have led to decentralization and to the establishment of teaching and research centres within the productive system.

## VIII. PROBLEMS AND DIFFICULTIES ENCOUNTERED. FUTURE OUTLOOK

22. The establishment of work-study programmes has entailed a long search for the best method of setting them up. It was not until the 1971-1972 school year that all students were incorporated into the programmes, evaluation of which is continuing on a scientific basis. The difficulties encountered have pointed up the need to renew study curricula and further decentralize the university by establishing new training and research centres within the productive system and setting up an organization responsible for the constant evaluation of programmes.

## IX. CONCLUSION

23. The work-study system has been established throughout the higher education system in Cuba and is being increasingly applied to the entire education system. Through this system, which links study with work, the authorities hope to make a decisive contribution to the overall training of students. The effective contribution made by the students and the universities to the country's development needs must also be emphasized.

# C Z E C H O S L O V A K I A

## I. INTRODUCTION

1. Study service is practised in two forms, both of them of a voluntary nature: (a) Work programme during the summer holidays: the students work with the aim of developing the national economy. (b) Programme of social and political activities organized as summer courses: the students participate in certain activities in the communities (for example, management of holiday camps, participation in programmes of sanitary education). In addition, there is also a system of professional practice for students which is obligatory in all the post-secondary educational establishments. This practice tends to relate productive work to academic studies. This is considered to be a basic requirement for adequate training of future superior professional personnel. Professional practice as it concerns study service, allows the students to make contact with the community and to serve it by various means: (i) in the realization of social and educational activities within the framework of their practice and related to their field of learning, for example: conferences on subjects of interest to the workers in enterprises, public organisms or local communities; (ii) in the accomplishment of work during their practice of importance to the economic development of the country.

2. The idea of work and voluntary activities during the summer holidays was suggested by the students themselves between 1946 and 1949 in order to support the national economy which had suffered from the Second World War. At present, the participation of students in these two types of programmes is conceived as a conscious contribution by the young to the construction of the socialist society in their country. (It should be underlined that secondary education students may also participate in the activities and voluntary work.)

3. With reference to summer work, the organizers counted 25,000 students for the year 1977. With regard to social and political activities, the number of students has not yet been established, however, it should be noted that in recent years thousands of students were registered.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

4. All of the existing systems are conceived as an indispensable part of the educational process in order to introduce and adapt the students to the practical life of the socialist society. The economic and social functions for the development of the national economy are also underlined in all the programmes.

5. With regard to summer work, the students' contribution to the lack of labour is advanced as the main economic aim. The principal objective of the political and social activities is the enrichment of personality in the young people concerned.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and relation to the study programmes

6. The organizers regard the summer courses as a liaison between academic studies and experience in the community life. The work and activities entrusted to the students affords them a real possibility to contribute to the development of the country.

7. Programmes of a voluntary nature are not attributed any value in the curriculum of studies. In so far as the political and social activities are concerned, the tasks assigned to the students tend to link their studies to practise, for example, medical students' direct programmes of sanitary education.

8. In general, in the distribution of tasks requiring physical effort, the work to be carried out by the two sexes is decided at team level, leaving the heavier work to the men.

9. The social and political activities allotted principally to students at the level of management functions, for example, in the holiday camps, the sanitary education of a community, sporting activities, etc. The students chosen for these tasks come, generally, from areas of teaching directly concerned with these subjects.

Posting of students

10. The students who participate in summer work may choose the work and the place where they will carry it out. Offers of work come mainly from the building industry (for example, the building of school buildings) or from agriculture (the fruit harvest). In the distribution of tasks, a distinction is made between the two sexes. The work may be carried out individually or collectively.

Length and period

11. An equal amount of work and activities is undertaken during the summer holidays and last fourteen to twenty-one days. The students may undertake these tasks from the first year, as often as they like and at any time during the university cycle.

Organization of the students' work. Role and participation of the administrative and academic personnel

12. The personnel and teachers who choose to do summer courses accept the same types of duties as the students. In certain cases, the university personnel and the teachers go to the places where the students are working in order to encourage them and also to give conferences on themes of interest to the community and the participants in the service.

Student remuneration

13. The students receive allowances decided by contracts, which correspond to the type and quality of the work to be carried out. These allowances, like the subsistence allowances, are decided by precise contracts concluded between the Youth Organization and the employers or communities concerned (sometimes the students themselves) pay their subsistence allowances, taking into account the cost price.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

14. The programmes are organized by the Youth Organization (Union of Socialist Youth). It is this Organization which undertakes the administration and is responsible for contracts between the parties concerned (enterprises, communities and universities).

## V. ROLE AND RELATIONSHIP WITH THE COMMUNITY

15. The activities and work assigned to the students have a very precise objective necessary to the development of society. They are a palliative for the lack

of manpower, at the same time permitting the young to have a real contact with the problems of the community. It is the reason why the enterprises and communities continually call upon the help of the students.

## VI. PRINCIPAL RESULTS ACHIEVED AND IMPACT

16. The programmes of study service as a whole are positive and accepted by all the parties involved in the process. The work activities carried out during the holidays are esteemed by the students as a 'duty of honour', undertaken voluntarily in order to build and develop the socialist society in their country.

The systems practised have a tendency to continue and develop.

## VII. CONCLUSION

17. The allocation of work to the students, even short term, within the framework of the normal functioning of the national economy is a positive experience which contributes as much to the development of the country as to the introduction of students into society.

# E G Y P T

## I. INTRODUCTION

1. Several higher education institutions organize programmes of study service in the form of public service or programmes aimed at combining studies and productive work of a varying nature, according to the particular case. For example, the Higher Institute for Social Service organizes, in liaison with its obligatory programme of practical training, a campaign of awareness in relation to hygiene, family planning and birth control, as well as workshops and nursery services for children.

The Higher Council of the Universities organizes, during the inter-semester and summer holidays, voluntary activities for students in the fields of sanitary education, literacy and the construction and repairing of routes, etc.

The students of the University of Cairo, in addition to their practical on-the-spot training, participate in voluntary programmes which are linked to their specialization. In the same way, the School of Fine Arts practises student service during the three months of the summer holidays in the rural communities. The students present educational programmes to adults, participate in the plantation of trees, the construction of routes, etc. The School of Veterinary Sciences maintains five 'treatment camps' in the villages, in which all students are obliged to participate during the course of their last year of studies. The School of Pharmacology carried out 'practical services' for the students lasting fifteen days during the summer holidays.

Identical programmes are organized by the different schools and the University of Mansoura.

Student teams from the University of Alexandria regularly render voluntary service to areas of the city such as the quarter of S. Sagaddin where 200 students work each year, for several days.

2. Another type of voluntary programme known as 'Tribe Aid Treatment' is undertaken during the summer holidays by students of the Faculty of Medicine, with the participation of students of the Faculty of Odontology and the Veterinary School.

3. A programme intended for holders of a diploma from a higher education establishment, and who would be exempted from military service, was established by the Ministry of Social Affairs in 1974. This programme, which lasts a year, is obligatory for young graduates who wish to obtain work in the public sector.

4. The Higher Council of Youth organizes programmes for the young at all levels, but principally for secondary-school students dedicated to the economic, social and educational development of the country. The activities and work related to these programmes undertaken by the young people are carried out during the summer holidays in public or private enterprises, or, as in the case of literacy programmes, in the villages or rural communities.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

5. The objectives sought by the programmes organized by the post-secondary education institutions are first of all social and educational but economic and political aims are also underlined. More precisely, the objectives are the following:

(i) to contribute to the development of the local and national community; deepen the students' knowledge of the real problems of society, and the different categories of the population and enrich their experience;

(ii) to develop abilities with regard to the treatment and management of the social and educational problems;

(iii) to develop in the students attitudes proper to all good citizens, in particular, in stimulating their interest in, and sympathy with, the needs and problems of the community.

The programmes intended for graduates, as well as permitting their contribution to the development of the country, provide a partial solution to the problems of employment for university graduates.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and relationship with the study programme

6. As described in paragraph 1 above, the nature of the work carried out by the students within the framework of the study service relates to very varied fields (construction work, repairs, the fight against illiteracy, educational programmes for adults, providing medical treatment, sanitary, hygienic services, assistance in agricultural work, etc.). As far as possible, the services both obligatory and voluntarily provided to the communities correspond to the students' field of studies. Thus, practical training is part of the study programme. The students, therefore, obtain notes on their participation which are taken into consideration during the final evaluation of the studies. At the end of the service, the students are obliged to prepare a written report to which is added the appreciation of those in charge of the communities concerned.

7. The programmes of service established for the graduates are obligatory for those who wish to work in the public sector. At the end of the period of service a certificate is awarded to the participant, which he must present in order to obtain a post. Participants in the programmes carry out activities related to the fight against illiteracy, rural and community development and birth control.

### Posting of students

8. In the majority of the programmes, the students lend their services to communities located close to their education centre. Efforts are, however, made to send the students, as far as possible, to localities near their place of residence which permits, among others, a reduction in transport problems. Participants in the service are lodged either in camps specially set up for them, or in their own homes.

### Length and period

9. The length of service varies between two or three weeks to three months. The work is carried out on a full-time basis or in several periods during the academic studies. For example, students of the Veterinary School of the University of Cairo, during their third year must undertake three months of work related to their field of studies during the holidays. Students of the Higher Institute of Social Services participate, from the second year of the studies, one to three days per week for the duration of the study year. The School of Pharmacology of the University of Cairo, within the framework of the obligatory programme, has established a participation of 300 hours for the students during the holidays, for the first three years of the studies. This same faculty organizes, within the framework of voluntary programmes, courses for the students, ranging from 7-15 days during the summer holidays.

Organization of students' work. Role and participation of administrative and academic personnel

10. Normally the students work in groups under the direction of the teachers or other students. The distribution of work and specific responsibilities among a group is decided during special meetings of the participants.

Teachers from post-secondary education institutions are responsible for the organization and direction of the programmes. They must also undertake the preliminary training given to the participants in the service.

Remuneration of students

11. No remuneration for the students is foreseen in the programmes. Graduates receive a modest allowance of six Egyptian pounds per month.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

12. The organization and direction of the programmes for the graduates is the responsibility of the Ministry of Social Affairs. With regard to the programmes of institutes of post-secondary education it is the Faculty itself and/or the Administration of 'Youth Welfare' who is responsible.

## V. PRELIMINARY PREPARATION OF STUDENTS

13. Authorities on programmes for graduates consider that one month of training is necessary before beginning service. During the first two weeks, the participants follow courses in theory; the following fifteen days they go on to practical training, examining concrete projects entrusted to them by the Ministry of Social Affairs. At the end of these studies, they have to suggest a solution to the problem set, for example, if financial aid is necessary or not for its realization. With regard to the other programmes of service, conferences and seminars relating to the concrete tasks to be accomplished during their period of service, are offered to the students.

## VI. PRINCIPAL RESULTS ACHIEVED AND IMPACT ON THE STUDENTS, THE UNIVERSITY AND THE LOCAL AND NATIONAL COMMUNITY

14. All the parties concerned in the study service participate in the evaluation process of the programmes. This evaluation of the programmes is positive: (a) the results achieved during the study service are also reflected in the development of the study programmes of post-secondary education; (b) the teachers remark that after the service the students have a better attitude towards community problems and show positive changes in their methods of work; (c) the students consider that their participation permits them to acquire useful experience for their professional training and personal development; (d) the parents feel that through the study service their children deepen their knowledge of the problems of life and acquire aptitudes for working independently, by acting alone, out of the family circle and are better prepared psychologically for active life in society; (e) the communities who receive the service of the students, as well as the national community, consider the contribution of the students to be necessary and positive, particularly those programmes concerning the fight against illiteracy, the improvement of the conditions of health and the solution of agricultural problems.

## VII. CONCLUSION

15. Study service covers a variety of areas which allows the students of different specialities to contribute as much to the development of the community as to their own educational training and that of the members of the community. The positive impact of the service on all the parties concerned is the basis for continuing the programmes and the aim of continuing the evaluation of the general and specific objectives of each programme in liaison with the needs of the community.

# GERMAN DEMOCRATIC REPUBLIC

## I. INTRODUCTION

1. Study service is realized through programmes of work and activities voluntarily undertaken by the students of establishments of post-secondary education. It is carried out by 'student brigades', in the form of summer courses. In addition, there are also programmes for secondary-school students, from the age of 14 years, organized along the same lines.

2. The first service programmes started in the German Democratic Republic in 1945, immediately after the Second World War. The students of the worker and peasant faculties (ABF) started actively to participate in the reconstruction of school buildings destroyed during the war. These programmes, voluntarily set up by the students, acquired considerable importance at the national level. The students then participated in other programmes for the reconstruction and development of the national economy, as for example the construction of dams, the reopening of lignite mines and carrying out of certain work in the country such as the harvesting of cereals and potatoes.

3. In 1966, these initial experiences led the Organization of Free German Youth (FDJ) in collaboration with the central authorities of the country (the People's Chamber, the Government, the Central Committee of the United Socialist Party of Germany, the Confederation of Free Unions of Germany), decided to set up 'student brigades' to undertake work and activities at the national level. The students of all higher education establishments, even foreign, may participate if they wish.

4. Participation of students in the voluntary work brigades

| | Participants | Total number of full-time students in GDR |
|---|---|---|
| 1966 | 174 | 127,000 |
| 1967 | 200 | 129,000 |
| 1975 | 38,000 | 187,200 |
| 1976 | 39,000 | |
| 1977 | 40,000 | |

5. In co-operation with the youth organizations of the socialist countries and the members of CAEM (Council for Mutual Economic Assistance) a certain number of students of the German Democratic Republic (3,200 in 1977) undertake their service each year in the USSR, Poland, Bulgaria, Czechoslovakia, Mongolia and Yugoslavia. An equal number of students from these countries come on an exchange basis to work in the GDR. The exchanges are carried out on the basis of a long-term co-operation agreement between the universities and the institutions of allied countries. The financial, planning and working conditions for the international brigades are, in principle, identical to those of the national brigades.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

6. The objectives of the student brigades of the FDJ are political, social, economic and educational. They are particularly directed towards: (a) the contribution of students to the development of the socialist society in the GDR and especially to economic development; (b) the reinforcement of the link between

the educational process, science and production between students on the one hand and the peasants and workers on the other hand; (c) the development of the socialist life-style of the students by means of ideological, political, cultural and sporting activities; the encouragement of initiative and a sense of responsibility in accomplishing productive tasks.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and relation to study programmes

7. The students are mainly engaged in projects of major importance for the national economy such as civil engineering, the construction of housing, railways, agriculture (participation in harvesting, using modern technical means) in companies specializing in the provision and distribution of products, etc., as well as in projects undertaken with the other member countries of the CAEM. Each programme involves social, political, cultural and sporting activities as well as work. These activities are envisaged as much as leisure activities for the students as a contribution to the collective life.

8. Full-time students during the first two years of higher education participate voluntarily in the service during the holidays. The work and activities are carried out in groups (student brigades). The individual tasks of each participant are attributed to the group. Foreign students in the GDR may participate.

9. The activities and voluntary work undertaken by students do not formally constitute part of the study programmes. They do not have any specific academic or scientific value. The achievements and results obtained by each student, even though evaluated by their fellow students, members of the brigades, as well as by the educational personnel of their respective universities, are not taken into consideration in awarding degrees. Nevertheless, the programmes try to relate as far as possible the students' fields of study to the concrete tasks proposed.

### Posting of students

10. The programmes are planned at the national level and the students are posted to areas generally far from their study centre. The students choose their posting according to their capacities, knowledge and personal preferences.

### Length and period

11. The length of service varies between three and six weeks, always during the holiday period. The service is carried out for a continuous period in order to achieve the best results as much from the point of view of productive work as the socio-political activities for the community.

### Role and participation of administrative and academic personnel

12. Teachers may participate, if they wish, in the brigades under the same conditions as the students. On the other hand, persons in charge and professors of the universities and of the Ministry of Higher and Technical Education go to the centres where the students lend their services in order to ascertain the problems encountered by the students and to help them in their tasks.

### Remuneration of the students

13. The students' work is remunerated according to the standards applied to local workers and is based on the principle that the salary should correspond to the quality of the work accomplished. No difference is made in relation to the sex or race of the participants.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

14. The organization and administration of all programmes are carried out by central and local councils of the FDJ in collaboration with state authorities and other interested parties. The programmes are formulated in accordance with the principles established by the Law on the Participation of Youth to build, promote and develop the socialist society in the GDR, decreed in 1974, which stipulates, among others, the rights and duties of all parties concerned with university service. This law provides for the support and active participation of persons in charge of government, education centres, companies and local and national centres, for the programmes in all their various stages and levels.

15. Planning of the programmes passes through different stages of preparation and later of direction. First of all, the central governmental authorities and the persons in charge at the national level of the FDJ select those programmes which are important for the development of the national economy and establish the general conditions of employment for the students. Then the FDJ Councils of the teaching centres form agreements with the interested companies and communities interested, chosen by the above-mentioned authorities. Once the programmes are established they are communicated to the students for enrolment and then to the local councils of the FDJ of the company requesting their service, and the posting areas. It is the duty of these councils, on the one hand, to set up reception areas for the students in the companies and communities, ensure contact between the students and youth movements, prepare the socio-political activities of the brigades and, on the other hand, to inform the participants of the specific objectives of the programmes and the difficulties they might encounter during their service.

16. The Office of Student Affairs of the Council of Ministers and the Ministry of Finance, in agreement with other departments of state concerned, and the FDGB (Confederation of Free Unions of Germany) published a ruling defining the responsibilities of companies on the subject of the work of the brigades. The obligations contained in this ruling cover, in particular, the identification of the work to be accomplished, the definition of the conditions of work and measures of security, the orientation of the technical, political and cultural aspects, the housing, subsistence and transport conditions for the students. The budget foreseen by the companies allows for specific expenditure in which the cost of food is up to 5 marks[1] per day and per participant, and 7 marks for medical and other expenses as well as cultural activities.

## V. PRELIMINARY PREPARATION OF THE STUDENTS

17. The participants are informed by the local council of the FDJ of the general conditions of study service, the concrete tasks to be accomplished as well as the difficulties they will be required to resolve. This preliminary information helps the students to choose the areas of work to undertake. Also, at the beginning of work instructions are given to the students concerning the protection of their health, fire risk, and the general conditions of work safety in the company in which they are serving.

## VI. PRINCIPAL RESULTS ACHIEVED AND IMPACT ON STUDENTS, UNIVERSITIES AND THE LOCAL AND NATIONAL COLLECTIVITY

18. The evaluation process passes through different stages, and it is made by the heads of the companies using the service, the students themselves, those in charge at all levels of the FDJ as well as the university teachers. These evaluations have shown a positive attitude towards the service by all parties involved.

1. The currency of the dollar in September 1982 was the following: $1 = 2.45 DM.

At the national level, the evaluation of the brigades' activities are made by the central state authorities such as the Central Committee of the Party, the Government, the National Praesidium of the Unions, etc. The mass media regularly informs the public of the contribution made by students through the service.

19. The students positively evaluate their service according to the following parameters: it is a question of a concrete experience which allows the student to acquire knowledge of how the socialist society functions, as much in the German Democratic Republic as in the other socialist countries, at the same time contributing to the economic, social, cultural, scientific and technical development of the country. On the other hand, they can relate directly with the workers in the ordinary working conditions of the company, the agricultural co-operative and the surrounding community. In addition, the service contributes to the personal enrichment of the students, enabling them to acquire experience which will serve in the course of their studies and in their future professional life. This positive evaluation is also underlined by the university authorities and by the teachers. They note, particularly, that the result of study service has been the enrichment of the educational system and the impetus given to scientific and technical research.

Companies consider study service as making an effective contribution to the growth of production and a valuable and necessary collective effort towards the cultural, scientific and political development of the community. This appreciation is shared by the authorities concerned at all levels and by the entire national community.

## VII. PROBLEMS AND DIFFICULTIES ENCOUNTERED. PERSPECTIVES

20. The organizers consider that given the positive evaluation of study service, it will continue under its present form. At the start of the programmes, some organizational difficulties were observed but they have tended to disappear. The most pressing problems stem from the fact that the numbers of students required by the companies exceed the supply from the universities.

## VIII. CONCLUSION

21. Study service in the German Democratic Republic is particularly significant because of its educational aspect. The positive evaluation given by the parties concerned to the liaison between productive work and post-secondary studies, indicates an impetus towards the development of higher education, above all in the link between the educational process and production, and also towards the contribution to the life-style of the socialist life of the students.

# GUYANA

## I. INTRODUCTION

1. Student service for the benefit of the community is practised in the majority of secondary and post-secondary establishments within the framework of the Guyana National Service (a paramilitary body). Organization of study service is the responsibility of the Ministry of Education. In the same way, the students of the University of Guyana participate in programmes supported by the National Service. The Guyana School of Agriculture Corporation requires, within the framework of its study programme, the participation of all students in productive work on a farm attached to this school. Other post-secondary education establishments, for example, the Cyril Potter College of Education, organize their study-service programme independently of the National Service. The case of Guyana with regard to study service is illustrated in this text by the experience of two institutions: the University of Guyana and the Cyril Potter College of Education.

2. The study-service programme started in 1972 at the Cyril Potter College of Education. In 1975, programmes started at the University of Guyana. All of the programmes show an increase in the participation of the students. The Cyril Potter College of Education started its programmes in 1972 with 145 participants and reached 273 in 1977. The University of Guyana counted, in 1975, the participation of 37 students and 525 in 1977.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

3. The majority of the programmes consider the educational objectives to be the fundamental element of the service. In the course of the programmes, the students must become aware of the needs of the community and contribute to the resolution of the main problems. It is hoped that the personality of the student will be enriched during the period of service. Also that he will arrive at a better understanding of his future professional life, the efficiency of working in a team, the importance of personal initiative, and at the same time respect for others. The programmes of the University of Guyana and the Guyana School of Agriculture Corporation also support social and economic development.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and relation to the study programmes

4. Study service is obligatory for all students, full- or part-time, foreign students included. The nature of the work to be undertaken by the students corresponds, as far as possible, to their respective specialities, and participation in the service is taken into consideration when granting diplomas.

The service carried out by the students of the Cyril Potter College of Education forms part of the programme of students. The nature of the work carried out is not ordinarily in direct relationship to their field of studies. There are a few exceptions to this, for example in the case of students of physical education and industrial drawing.

Among the projects already accomplished, one can mention therapeutic activities in hospitals, re-education centres for children stricken with poliomylitis or for the mentally sick, and service given to child-care centres or orphanages.

Students of the Cyril Potter College of Education also work in the construction of buildings and repair of roads. Substantial aid is also given to the local schools in order, for example, to set up or develop libraries, repair equipment, etc. The students of the College are assessed for their work and activities undertaken within the framework of the programmes and their results are included in the final evaluation of their studies.

Posting of students

5. Taking into consideration the transport problems and the time at the disposal of the students, the programmes of the Cyril Potter College are intended for the local community in a perimeter not normally exceeding five miles from the school. At the University of Guyana the student groups may work in the country as well as in the town either near to or far from the University.

Duration and period

6. The programmes of the Cyril Potter College of Education allow half a day per week, i.e. four hours, during twenty-one weeks. The students of the University of Guyana may undertake their service in one continuous period or in successive stages, depending on the objectives of each programme of service or the responsibilities of each of the participants and the duration of study programmes. There is a training programme of two months for students whose studies are of a one- or two-year duration. These students following programmes of three or four years have to undertake a service programme of one year.

7. The students of the Cyril Potter College of Education carry out their service during the last year of studies. The participation of the students of the University of Guyana may take place during the course of the last year of studies in a short-term curriculum (two years) or at the end of the second or third year of studies for programmes requiring four years of study.

Organization of the students' work. Role and participation of the administrative and academic personnel

8. The students of the Cyril Potter College of Education work in groups of eight to ten people. Those of the University of Guyana work either in groups or individually.

All teachers of the College participate in the service as tutors responsible for the direction of the groups of students. The members of the administration of the University are responsible for the organization and direction of the service programmes in collaboration with the Guyana National Service.

Remuneration of the students

9. The activities and work of the students are undertaken as a gratuitous contribution to the development of the community and for this reason they are not remunerated.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

10. The organization, direction and financing of the programmes of the Cyril Potter College of Education are the responsibility of each group undertaking the service.

It is the groups which, under the direction of the teachers and tutors, choose a community or public organization where they wish to give their services. They then contact the officials and members of the committees with whom the needs of the

latter are determined and the work to be carried out is decided. With regard to the financing of these programmes, the students and teacher/tutors, in liaison with the community concerned, organize activities in the form of concerts, film projections, lotteries, etc. for the purpose of collecting funds. In case of the services given in regions located far from the teaching centres, the communities take responsibility for the transport and boarding of the participants.

## V. ROLE AND RELATIONSHIP WITH THE COMMUNITY

11. The community's participation in the study-service programmes of the Cyril Potter College of Education is considered to be very important. It is the members of the communities or the institutions to whom the students give their service, who identify their main problems and decide, with the service groups, what the programme's characteristics should be. The community also supports the activities of service groups with a view to obtaining financial help for the programmes, and also takes an active part in the process of evaluation. Thanks to this type of organization, the students can contribute to the development of the community in applying their knowledge and, at the same time, benefit from the experience of members of the community.

## VI. PRINCIPAL RESULTS ACHIEVED AND IMPACT ON THE STUDENTS, THE UNIVERSITIES AND THE LOCAL AND NATIONAL COMMUNITY

12. The evaluation of the programme of the Cyril Potter College of Education is made by all the parties concerned and has proved to be very positive. From the educational point of view, the authorities of the College, as well as the teachers, consider that the service has given students the opportunity of getting to know community problems. At the same time they contribute to resolving these problems by personal effort. The same applies with regard to the enrichment of the students' personalities. They adapt better to their future professional role; to the life of the community and to team work. With regard to the community, the experiment has contributed to changing its attitude towards the students. The members of the community consider them as workers also, not as privileged members of the society.

## VII. PROBLEMS AND DIFFICULTIES ENCOUNTERED. PROSPECTS

13. All the study-service programmes will be maintained. The problems and difficulties encountered are being overcome thanks to the evaluation process. However, the authorities of the University of Guyana express some difficulties. Certain groups of students consider that the interruption of their studies is not necessarily required to carry out the service. The authorities of the Cyril Potter College of Education, for their part, claim that financial difficulties will not permit any expansion of the programmes. The Cyril Potter College envisages extending the programmes to regions farther away from the College. With this in view, the authorities of the College, hope to receive aid from international organizations: more substantial loans, technical assistance and information on similar experiments undertaken in other countries.

## VIII. CONCLUSION

14. The various modalities of study service in Guyana consider the participation of the students with a view to the economic, social and educational development of the country. All the programmes emphasize the participants' personal effort for the service as a means of contributing to the collective effort, and on the educational and social level. On the other hand, from the point of view of educational methods, the relationship between productive work and study is promoted.

# I N D I A

## I. INTRODUCTION

1. The National Service Scheme is the study-service programme in India. Starting in 1969 with an involvement of 40,000 students from 38 universities, it is at present in operation in almost all the universities and institutions of higher learning throughout the country; the total number of colleges implementing the NSS is now more than 3,500 and the number of students has increased to 500,000 during 1981-1982. The coverage of students from time to time has been as follows:

| Year | Enrolment |
|---|---|
| 1969-1970 | 40,000 |
| 1970-1971 | 85,000 |
| 1971-1972 | 96,000 |
| 1972-1973 | 136,000 |
| 1973-1974 | 160,000 |
| 1974-1975 | 170,000 |
| 1975-1976 | 228,000 |
| 1976-1977 | 278,000 |
| 1977-1978 | 310,000 |
| 1978-1979 | 394,000 |
| 1979-1980 | 444,000 |

2. In the initial stages, the NSS programmes remained confined to activities in urban areas such as beautification of campus, literacy drives and some marginal services in the slum areas, but through the years it has enlarged its nature and scope.

3. Special Camping Programmes were started with the Special Campaign of 'Youth Against Famine' conducted during 1973. The Programme involved 747 camps and 65,000 student youth and 18,000 non-student youth participated in special camps to help mitigate the sufferings resulting from the famine. They built or deepened wells and tanks and worked on other minor irrigation and related projects. The Special Camping Programme of the National Service Scheme continued in the succeeding years with such vital projects as 'Wealth Against Dirt and Disease' and 'Wealth for Afforestation and Tree Plantation'. The focus of the Special Camping Programme shifted slowly from ameliorative to developmental perspective.

## II. CONCEPTS, FUNCTIONS AND OBJECTIVES

4. The National Service Scheme was introduced with the objective of providing students with an opportunity to devote their leisure time to the service of the country through participation in the programme of nation building, social service and development. The overall objective of the Scheme is educational. Service to the community is the activity through which this objective is achieved.

The NSS aims at bridging the gulf between the content and method of education on the one hand and the needs and urges of the community specially its weaker sections, on the other. To fulfil this wide role, the scheme seeks to involve youth in student work with and among the people in order to initiate social action projects and thereby enhance their own knowledge. The involvement of student youth in activities of social service thus prepares them to eventually assume responsibilities of democratic leadership.

5. The Programme of Youth for Eco-development was implemented in certain selected areas, with the main objective of creating an awareness among students about the importance and nature of the ecological problems which mankind is facing today, and the measures that are necessary to restore the ecological balance.

6. Special camps were organized with a view to involving student youth in the task of rural reconstruction. Since then the emphasis of the Special Camping Programme has been on the Programmes of Rural Reconstruction and the activities are aimed at the improvement of conditions of life of economically and socially weaker sections of the community. More specifically, the objectives of these special camps are: (a) making education more relevant to meet the needs of the community; (b) providing students with opportunities to play their role in planning and executing development projects; (e) encouraging students and non-students to work together, along with adults in rural areas; (d) developing potential youth leadership; (e) emphasizing the dignity of labour and continuing physical work with intellectual pursuits; (f) encouraging youth to participate in the process of national development.

## III. PRINCIPAL CHARACTERISTICS

7. The programmes under the National Service Scheme are broadly the following: (i) Concurrent Programme, which includes activities being carried out by the NSS students concurrently in their spare time while attending their classes; (ii) Camping Programme - activities in which the students engage themselves in camps which are held during vacations.

### Nature of the work and relation to the study programmes

8. Some of the broad areas and activities which form part of the Programme of Rural Reconstruction are as follows: (i) education and recreation; (ii) relief and rehabilitation work during natural calamities; (iii) environment, enrichment and conservation; (iv) health, family welfare and nutrition; (v) production-oriented programmes for improved agricultural practices; (vi) social service in welfare institutions with special reference to the handicapped.

9. The programmes which are now being undertaken by NSS cover such basic areas as creating minor irrigation facilities, helping small farmers, especially in the tribal areas, to adopt improved methods of cultivation, and providing credit facilities through nationalized banks and other financial institutions.

The NSS students carry out educational programmes for the masses in the areas of land reform and social legislation which are meant to protect the rights and interests of the small farmers. They also assist the various agencies in propagating the Family Planning Programme, participating in Programmes of Health and Sanitation, Non-formal Education, Eradication of Social Evils, Nutrition Education and Social Welfare Activities. The NSS students help welfare institutions such as children's homes, orphananages, women's institutions, institutions for the handicapped, etc.

10. At present efforts are being made to work out a linkage between NSS and the curriculum. Some of the universities have introduced compulsory credits in NSS work. A couple of universities have also introduced a Diploma/Certificate Programme.

The question of integration of NSS into the university curriculum is being examined by the subject panels appointed by the University Grants Commission to modernize and update the syllabi in humanities, sciences and social science disciplines. The NSS Scheme is being implemented largely in the first two years of the three-year degree course on voluntary basis. However the Scheme has also been introduced on an experimental basis at the pre-degree level in a few selected states.

11. In order to motivate students to take up social work seriously, a large number of universities award prizes to the best volunteers individually or as a group. Some also give suitable weightage of marks. While one university has started a diploma course for the purpose of the NSS, in another NSS forms a part of the community and social services. A few agricultural universities, including technical schools like the Indian School of Mines, have made participation in the NSS compulsory for all students enrolled in their courses.

Duration and remuneration of students

12. Normally about 50 per cent of students in each NSS Unit participate in these camps for a minimum period of 10-12 days. The Scheme is being implemented on a voluntary and selective basis largely at the undergraduate level. The students opting for the Scheme are expected to remain in the programme for a continuous period of two years and render social service for a minimum of 120 hours per academic year. The student volunteers who participate in the programme, are not remunerated at all; but they are given free board and lodging during their attendance in the camps. Their expenditure on the Scheme is shared by the Centre and State Governments on a 7:5 basis.

Evaluation of the activities

13. Evaluation is an essential component of NSS programmes. From 1973 to 1976 the Special Camping Programmes were evaluated by different schools of social work identified for the purpose. For 1977-1978 it was decided to include for evaluation concurrent programmes undertaken during the academic year. The work of evaluation in different zones was entrusted to different schools of social work. Later it was decided to have self-evaluation of NSS activities at the university and at the college level. The programme of self-evaluation was initiated in 1980. In order to enable the colleges and universities to undertake self-appraisal/annual reviews a set of guidelines was prepared by the Ministry of Education in consultation with the schools of social work and different resource persons connected with the programme.

14. The Special Camping Programme has been evaluated every year. From 1977-1978, however, the Special Camping Programme as well as the Concurrent Programmes are being evaluated by designated schools of social work.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

15. The NSS system is a 3-tier system. It consists of State, University and College Level Advisory Committees. The Central Ministry of Education lays down a broad policy, frames guidelines for the Scheme, reviews and evaluates the programmes, etc. The State Level Advisory Committee decides the number of NSS students for different universities and colleges in the state, makes periodic reviews, prepares progress reports on NSS in the state. The University Advisory Committee is inter alia responsible for fixing quotas of students for the participating colleges, for allocated funds to them, sponsoring service projects, functioning as a liaison agency between the Central Ministry of Education, the State Government and colleges and co-ordinating NSS programmes in the universities. The College Level Committee decides upon the number of students to be enrolled, project areas, adoption of villages, etc.

16. The college unit which consists normally of about 100 students is the nucleus of NSS operations. The unit functions under the charge of a faculty member who functions as Programme Officer, on a part-time basis. Each camp has 1-2 teachers and 2-5 student leaders. Every effort is made to involve the local student and non-student youth, as well as the local rural population, in the work done by the camps.

17. The Scheme also provides for bringing out small brochures on different subjects to serve as practical guides for the teachers and students involved in the programmes. A number of brochures have already been printed and distributed.

18. It was recognized from the very inception of the Scheme that the schools and departments of social work had an important role to play in the development of training, programmes, research and publication. A number of schools/departments of social work have been entrusted with the responsibility of providing orientation courses. Besides organizing orientation training/refresher courses they are expected to render consultancy services to the colleges/universities and State Governments in their respective regions. Demonstration projects are also undertaken by the schools of social work to provide ample opportunities for implementing the projects successfully. In addition they have also been engaged in research work, and the production of literature for the guidance of the universities and NSS units.

## V. ROLE AND RELATIONSHIP WITH THE COMMUNITY

19. The NSS is a concrete attempt to make education relevant to the needs of the community and an instrument of social change. Because of the interaction between the student youth, on the one hand, and the non-student youth and the local rural population on the other, there is mutual benefit. While the student youth learns from the non-student youth and the rural population, the skills of manual work, the non-student youth and the rural population learn from the student youth more about the general state of affairs and the problems of their region and the country.

20. In order to involve the students in a sustained and meaningful programme, each NSS unit adopts a village or a group of villages, for intensive social uplift work, including carrying out medical, social surveys, setting up medical centres, imparting training to rural women in sewing, embroidering, knitting, etc. The colleges in the cities adopt slum areas for similar intensive social service. It is estimated that as many as 3,000 villages have been adopted by different NSS units, for undertaking regular NDS programmes on a continuing basis.

21. Besides regular activities, special camps are also organized in the adopted villages and urban slums, as part of an overall plan of action, so that continuous and sustained effort over a period of years is assured, as far as possible, and specific community assets are created and maintained.

## VI. PRINCIPAL RESULTS ACHIEVED AND IMPACT ON THE STUDENTS, THE UNIVERSITIES AND THE NATIONAL COMMUNITY

22. NSS has received praise and appreciation from several quarters. The educational value of NSS has now been widely recognized. It has helped in bridging the gulf between the élite and the common man. It has brought our institutions of higher learning closer to the surroundings and the community to which they belong. It has aroused among the student youth an awareness of the realities of life and a better understanding and appreciation of the problems of the people.

23. Several benefits have accrued to the community as a result of the various developmental activities taken up under the NSS. These benefits include increased and regulated supply of water both for drinking and irrigation purposes, preparation of

land for agriculture, prevention of soil erosion and floods, better communication, increased forest resources, fishery, construction of houses for weaker sections of society, beautification of college/university campuses, setting up of kitchen gardens, organization of first-aid centres, mass immunization, formation of hobby classes, organization of youth clubs and finally the transfer of technology to the villages.

## VII. CONCLUSION

24. The various activities undertaken under the study-service programmes have proved to have a positive impact. It contributes to bridging the gap between education and the needs of the local and national communities in a way that benefits both; in particular, it helps students to increase their knowledge and comprehension of social and economic realities, while developing in them a wider sense of social responsibility.

# INDONESIA

## I. INTRODUCTION

1. At present, study service exists in Indonesia under the scheme of KKN (Kuliah Kerja Nyata, which may be translated as 'Serving through real work'), a programme in which all government, and some of the private institutions of higher education, are involved.

2. Indonesia has a rich history of linking service with education. The idea of study service is mentioned in the 1967 Basic Memorandum on the Development of Higher Education in Indonesia. The Basic Memorandum clearly stated that institutions of higher education were centres of culture which were agents of modernization and development responding to society's problems, including those of rural areas.

3. Indonesia's National Study-Service Programme had already been introduced through a series of pilot projects in 1971-1972 in three selected universities (Gadjah Mada University, Andalas University, Hasanuddin University) where forty students were involved. The project was called Students' Service to the Community. Then, in February 1982, it was indicated that village-level development work should become part of every student's curriculum. It was planned that university participation in this programme would be steadily expanded year by year, till it became an intercurricular activity, built into the university curriculum, so that every student would have the opportunity, some time before graduation, to apply their knowledge to real-life situations, would gain experience of problem-solving developing a village, and how to co-operate with students in other fields of studies, thus developing characteristics in the process of Indonesia's development.

4. In 1973, student community service activities were extended to all institutions of higher education under the name of KKN (Kuliah Kerja Nyata). The implementation of KKN was the result of a study based on the experience and achievements of previous service schemes such as the PTM (Recruitment of student volunteers in 1951-1953), the BIMAS (meaning mass guidance towards self-sufficiency of food production) and BUTSI (the Indonesian Board for Volunteer Service).

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

5. KKN as an intracurricular activity involves placing interdisciplinary groups of students from a certain level, in areas consisting of a number of villages for a period of time (e.g. six months). The students are given training in various skills, so that they are able to help solve village problems which are outside their own particular field of study, with the co-ordination and leadership of their teachers. Students taking part in KKN can help to build up the capabilities of local young people so that they become a force in the community's efforts to develop their own village. KKN can thus become an effective and efficient tool for non-formal education. The KKN pilot projects during the First Five-Year Development Plan was expanded and developed during the Second Five-Year Development Plan with the aim of making KKN a full-scale programme in all institutions of higher education both 'government and non-government'.

The above makes it clear that KKN is a form of integrated community service with education and research which is interdisciplinary and intracurricular, carried out principally by students with the guidance of their university or institute and the local government.

6. The purposes of KKN are the following: (i) to produce graduates at the tertiary level who are able to continue national development, who are aware of, and have experience of the complicated problems faced by society and who learn to solve them in a pragmatic and interdisciplinary way; (ii) to enhance the integration of universities with society and orient universities towards meeting development needs; (iii) to assist the government in enhancing the process of development and preparing development cadres in the villages.

7. The Study-Service Scheme (KKN) has three objectives, namely those concerning the students who are going to continue the development, those concerning the universities and those concerning society.

Students

(a) To deepen the understanding and the awareness of students on: (i) the way of thinking and working interdisciplinarily and cross-sectorally; (ii) the utilization of their education for national development in general and the development of rural areas in particular; (iii) the difficulties encountered by rural societies in development; and (iv) the context of development problems and rural development.

(b) To enhance the pragmatic and scientific thinking of students in solving community problems.

(c) To develop skills for implementing development programmes for rural development.

(d) Developing the students' ability to become 'innovators' and 'problem-solvers'.

(e) To afford experiences and provide skills to students as development cadres with the aim of developing enthusiastic and responsible attitudes towards the progress of rural society, with a view to their being stationed anywhere after graduation.

University

The university will be in a better position to know what kinds of knowledge and education are needed by the students, as there will be more feedbacks resulting from the integration of students into society. Thus the curriculum could be better adapted to development needs: (a) teaching staff will get valuable information on cases which can be used in the educational process; (b) to develop closer, and promote co-operation between the university as a centre for science and technology with other institutions, offices and departments, in the implementation of development; (c) the use of sciences for solving various kinds of development problems will be more intensive.

Society

(a) Getting help in terms of manpower and ideas to plan and to implement development projects.

(b) Their ways of thinking, attitudes and activities will be promoted and become more in line with development programmes.

(c) Achieving the reforms and innovations they need.

(d) The development of cadres in society in order to guarantee the continuation of development.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and relation to the study programmes

8. Indonesia's National Study-Service Scheme will eventually be part of the curriculum (intracurricular activity). At present, some universities have implemented the Scheme into the curricula. It means, before graduation, that a student before finishing his studies (graduation), must carry out the Scheme. In this case student participation in the Scheme is compulsory. In some other universities a student may choose to carry out the Scheme before finishing his study (graduation) in place of another subject. Student participation in the Scheme is, in this case, optional. Still, some other institutions of higher learning carry out the Scheme extra-curricularly. The Scheme involves full-time students only, in all disciplines, including full-time foreign students.

9. Most of the universities have successfully assigned their students, one or two to a village, in continguous villages, as generalist, village-level or community development workers. The students assigned to the villages, form at sub-district level, an interdisciplinary team with students able to support the local extension services by giving advice and assistance to their fellow participants who tackle activities outside their own fields of study.

10. Achievement of the aims mentioned depends partly on the level of study at which students are involved in KKN. If the students from the lower levels are involved, results will be less satisfying, since they will not yet have acquired the necessary basic knowledge and abilities. Therefore, it is preferable to involve students from the third or later years. However, if students from the final year are taken, this will decrease the feedback received by the institution of higher education, since the students will shortly leave the institution. A preparatory training is conducted before the students' departure to the village assigned to them. Typically, the training provides information on the conditions and situation of the respective village, its problems and contextual framework such as the social structure, tradition, the norms, agencies operating in the 'Kacamatan' (sub-districts) and 'desas' (villages) and their programmes. Management and leadership are also topics that are dealt with in the training sessions.

During their period of civic service, the students are sometimes required to work in their own field of study, also in other fields or both fields of studies, because the student's work is based on the problems faced by the community which is not the same as that of the student's field of study.

11. There are many kinds of village activity, and it is not intended that all of them should be directly undertaken by the student. The students are needed as motivators, to take the initiative and look at all village problems in a creative way. The students must work together with officials for the good of the village; they must be able to encourage all local human resources (officials, community, etc.) to work together. However, certain things must be directly undertaken by the student, either alone, or in co-operation with the village community.

The various kinds of possible village activity may be divided into groups as follows: (i) infrastructure (such as repair and construction of roads, bridges, irrigation works, buildings, etc.); (ii) production (such as a variety of agricultural activities, developing local animal husbandry, projects connected with fisheries, promotion of village handicrafts, etc.); (iii) education, culture and religion (such as the promotion of non-formal education activities for village population, development of village cultural endeavours, encouragement of communities' local organizations, etc.); (iv) health and sanitation (such as helping in prevention campaigns, taking part in explanatory efforts concerning health, increasing the activities of local agencies concerned with health, etc.); (v) administration (such as contributing to the improvement of villages' administration and

government, encouraging the compilation of village data, participating in the make-up of village maps and monographs).

Posting of students

12. In choosing areas of assignment, the following factors should be considered: (i) the distance between the institution of higher education and the area of assignment, bearing in mind that students are likely to have more feeling for the development problems of the areas where they are (rural and urban areas); (ii) the potential of the area of assignment. The areas of assignment are to be chosen by the KKN executive staff in co-operation with the local government. It is hoped that the local government will take an active part in (among other things) giving information and making personnel and transport available to help in the placing of students, their peaceful and productive work in the field and their return to the campus. The choice of the areas of assignment should be made at least a month before the students are sent to the villages so that the local government will have time to make the necessary preparations, including giving explanations to lower-level officials and the local community. Normally, the universities only send third-level students, i.e., those at the baccalaureate level. The present pattern is to send a group of students as a unit (two students for each village and as a group to the Kacamatan (sub-districts). These two students are from different fields of study. The group of the Kacamatan, as a whole, is also composed of students from different fields. The interdisciplinary grouping is designed to give maximum service to the community.

Duration and period

13. The KKN programme is meant to benefit the students and the institution of higher education, on the one hand, and the community on the other hand. The achievement of these goals is heavily influenced by the period of time the students work in the villages. If the period is short, this will not only give satisfactory benefits to the villages. On the other hand, if village placement is too long, it will have a harmful effect on the students' academic work although it may be very beneficial for the village. The students at present normally stay for three months in the respective villages. The response and the feedback, both from the community leaders and the community members, has been encouraging. Most of them requested to have the students stay longer, or to have them come again at some other time.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

14. The universities began implementing the Study Service Scheme (KKN) in different years. A national team co-ordinates the KKN throughout the country. It consists of representatives from various universities and other agencies involved in rural development and youth development and meets at least once a year to review the progress of the Scheme and to produce guidelines for the further implementation of the programme. The team, chaired by the Director of the Research and Community Service of the Directorate General of Higher Education was established by the Minister for Education and Culture. Exchange of experiences and ideas on KKN among the academic community is also carried out through other forums, e.g. the Rectors' Meetings, the Student Governments' Meetings and the mass media. Each university draws up the content of their own KKN programme within the framework of the objectives and the national guidelines. A noticeable feature of the Study Service Scheme (KKN) has been their low cost; for example, in 1974 a total of 410 students (mainly from the fourth year level) were involved for a period of up to 6 months, in work in the field, at village level in rural development activities. The total cost in that year was approximately Rp (Rupiah) 23½ m (US $56,400) of which half was provided by the Directorate of Higher Education, and half obtained by individual universities from

their local governments. The cost per student per month in that year in the field varied between universities, with most coming in the range of Rp 12,000-20,000 (US $29-48). One-third to one-half of these costs per student per month was the cost-of-living allowances for the students.

## V. ROLE AND RELATIONSHIP WITH THE COMMUNITY

15. Not all KKN activities will take place in any given village, but they should be borne in mind during village observation and while drawing up an appropriate work programme. In tackling problems connected with the possibilities mentioned above, the student may play any of the following parts: initiate and actively co-operate, encourage and motivate, give speeches and lectures or set an example. This applies to relationships both with officials and with the community in general. The students usually participate in the process of explaining the significance and importance of the programmes to the community members, and in inviting them to participate in the implementation stage. On the other hand, the 'desa' (village) administration and management are among two of the many topics that many of KKN implementers (i.e. the students) are asked to deal with. The students discuss with the desa's leaders topics such as the kinds of data to be recorded for management purposes, the system of collecting and processing and storage and retrieval system; they also explain how to read the data and how to identify trends and problems.

16. Other aspects of the relationship with the community should also be considered. The role of young village people is very important, and this group should be encouraged and developed as village development cadres. The possible social effects of any village development enterprise should always be considered; careful planning may reduce negative social effects or eliminate them entirely, unearthing hitherto unknown or concealed local resources. The opportunity of helping the village head to set up a kind of village planning board with links to regional development planning boards. In any activity, the student should not give the impression of managing, pushing himself forward, or giving orders, but should act in such a way that the community feels the activity originates from them. As far as possible, the student's way of life should be in accordance with the local community's life-style.

## VI. PRINCIPAL RESULTS ACHIEVED AND IMPACT ON STUDENTS, UNIVERSITIES AND LOCAL AND NATIONAL COMMUNITY

17. The results and impact of KKN are considered to be very positive. It has been noticed that university students occupy high prestige in the eyes of the rural communities. Thus the communities tend to listen to them and to follow their suggestions, which is conducive to the effectiveness of KKN. Such high prestige helps promote the implementation of various programmes. On the other hand, the students must educate themselves to be sensitive, not only to rural problems which fall within their special field of study, but also to other problems of the rural community, whatever they are. The total human approach is highly advocated so as to encourage the student to develop total humanity in him/herself. Under this approach, the students are encouraged to develop the ability and skill to identify the problems of the rural communities and the understanding of the existing services available, especially in those surrounding rural villages, so as to utilize them effectively for educational purposes.

## VII. PROBLEMS AND DIFFICULTIES ENCOUNTERED. PROSPECTS

18. A problem most frequently discussed in the present circle of the academic community, especially among the administrators and managers of higher learning institutions and the students, is how to integrate the students' performance and

achievement in this programme into the scoring or evaluation system of the university. How to determine the weight or what should be the weight? This problem is compounded by the fact that there are still a lot more students who have not yet participated in the programme, than those who have. Efforts to determine the weight or to identify alternate solutions are currently being made.

19. Another problem is related to the nature of the programme. In several fields of study, difficulties are encountered in identifying the themes and on topics concerning the rural communities that they are going to help. For example, establishing what students of those fields of study should and could do when they are sent to stay in the rural areas. This problem apparently arises because the dispatch of the student to the rural areas is seen from the field of study point of view, with the purpose of making a contribution. This field of study approach, which gives rise to the problem, does not seem to be the only alternative. Authorities concerned consider that another approach could be adopted so as to view KKN both as a dedication and assistance to the academic life, without specific reference to their own field of study, and as an education for the students themselves. In other words, it is a programme of the academic life, whereby the students go and stay in the rural areas to assist the rural community in tackling whatever problems they have, through ways whereby the students themselves can learn. In certain cases, the students might be able to give direct assistance, but in other cases what they could or should do might be simply putting the community in touch with the persons or agencies who could give the direct assistance. This latter instance would be likely if the rural communities could not identify their problems and were not aware of the existence of the various servicing agencies in their villages.

## VIII. CONCLUSION

20. The linkage of education and service is a principle of Indonesia's higher education system. The accumulated experience and the positive results attained offer a fruitful example of this kind of activity which can be expected to develop in its creative way.

# I S R A E L

## I. INTRODUCTION

1. Perach is the programme of study service in Israel and is organized at a national level. It is a one-to-one tutorial project in which university students tutor children from socially disadvantaged areas in return for a partial tuition scholarship. The idea is that the tutors, acting as positive models, motivate the children to succeed in school and help them begin the process of realizing their potential.

2. The possibilities of the programme were realized after a two-year pilot project (1972-1974) at the Weizmann Institute of Science in Rehovot during which about 50 university students and staff voluntarily worked with disadvantaged children in the area. The following year about 70 university students worked with children living in the communities of Bet-Shemesh and Yavne. Subjective impressions of the gains made by these children were extremely encouraging. Therefore, in 1976-1977 Perach expanded, operating from all universities in the country. During that year 900 students participated. This number more than doubled during the 1977-1978 school year with about 2,200 students taking part in the project, and in 1978-1979 the number of tutor-child pairs approximately 3,000. The projected goal is to eventually have at least 10,000 students individually paired with children from socially disadvantaged areas.

Since its inception, the basic philosophy and operating procedures of Perach have remained fairly constant, despite the fact that the project is still at the development stage.

## II. PRINCIPAL CHARACTERISTICS

3. The Perach project operates through the school system. Schools are selected which: (1) are classified by the Ministry of Education as being socially disadvantaged; (2) have indicated a willingness to participate in Perach; and (3) are relatively close to a university or otherwise easily accessible to tutors.

Perach is designed to work with the top one-third of the children in Grades 5-9 in disadvantaged schools who, in the opinion of their teachers and school counsellors, are of at least average intelligence and could benefit from a tutoring activity. A special effort is made to concentrate on the pre-adolescent years, for it is felt that it is during these years that the greatest benefit from the tutoring activity can be realized. Also, since the tutoring activity does not necessarily take place in the child's home, it is not possible to expect younger children to travel alone in order to meet a tutor.

4. Teachers are requested to fill out an assessment form for each child they recommend to Perach which includes information concerning the child's ability, achievement, motivation and family background. With this information and in consultation with school principals and counsellors, a list is composed of suitable candidates for tutoring. The children are also interviewed either at school or in their homes. Thus, through these interviews, children are selected for Perach on the basis of the child and his home environment. Selection, however, does not guarantee participation: that depends upon the availability of tutors.

5. Other than the requirement that the tutor and child meet twice a week for two hours each time, there are no formal demands made of the tutor with respect to the tutoring activity. The management of Perach does not dictate the content, format or locale of the tutoring sessions. With the exception of the first 'official'

meeting which takes place in the child's home to enable the tutor to see the home environment, the locale for meetings is determined by the pair on the basis of mutual convenience.

6. Although Perach is defined as a tutoring activity, the tutor is not obliged to teach the child or help him with homework during these sessions. He is expected to help the child advance in school, but he determines the manner in which he works towards this goal. In some cases the tutor may study with the child, in other cases he may concentrate on the affective problems of the child, and in other cases a combination of these two approaches may be taken. Occasionally, a tutor may decide to 'broaden the horizons' of the child by taking him to museums, concerts, etc. and by reading newspapers or other materials with him.

## III. ORGANIZATION, FINANCING AND MANAGEMENT

### Organization

7. As far as the selection and matching of tutors is concerned, a university student can in principle become a Perach tutor. No special training or background is formally required, just an expressed interest in helping a disadvantaged child. Nevertheless, potential tutors are interviewed by local project workers in order to assess their motives for participation and to filter out those students who appear unsuitable. A student who is selected then signs a contract which states that if he meets his child a minimum of twice a week for two hours each session, throughout the school year, he will receive a partial rebate on his university tuition.

8. It should be noted that from a financial point of view, Perach is a poor choice for a part-time job. This is usually pointed out in the interview, and the fact that a student still wants to participate in Perach is taken as a sign of his desire to help others.

9. Several factors are taken into consideration during the process of matching the children with the tutors. First of all, the locality of the tutor's home and child's home is taken into account. Secondly, in so far as the tutor is expected to serve as a positive role model for the child, an effort is made to match them on certain variables which would facilitate identification. For example, tutors and children are usually of the same sex, children from religious homes are matched with religious tutors.

Finally, a tutor may be matched with a child on the basis of his or her interest in that child's particular academic, social or emotional difficulties.

### Organization of tutor guidance

10. The guidance provided to the tutors is, in principle, minimal. Once a month the tutors collectively meet with their co-ordinators and discuss their activities. Stated problems are often found in common with others in the group. During these meetings the co-ordinator often arranges for an outside expert to discuss topics of common concern, and to provide counsel to tutors on individual problems.

11. At most universities, professors in the Departments of Education, Psychology and Social Work have made their services available to tutors who wish to consult them about particular problems.

In addition, libraries and game rooms have been organized at each centre in order to provide educational materials and ideas for tutoring sessions to the tutors.

Administrative structure

12. Administration of the Perach project is arranged in a hierarchical structure in which a Central Administration is subordinated by local project managers at the seven universities. Each local manager, sometimes aided by an assistant manager, is responsible for anywhere from nine to thirty-five co-ordinators, who in turn each supervise the activities of approximately thirty to fifty tutors active in one to two schools. Workers at all levels, other than in the Central Administration, are students.

13. At the local level Perach is affiliated with the university student organization, which provides Perach with office space and facilities. Although workers are in reality hired and paid by Perach, payment of the salaries and expenses are administered through the student organization.

14. The Central Administration of Perach is made up of three formally defined roles: director, co-ordinating manager, and executive secretary. Together they are responsible for the main financial and administrative functioning of the project, which includes co-ordination of activities on the national level, solicitation of funds, organization of the hiring and training of workers, bookkeeping and record-keeping.

15. The daily operation of the project is carried out at each university by the local project managers and a number of co-ordinators. Each manager is responsible for the overall functioning of the project at his centre and meets twice-monthly with the other managers on the Central Administration to plan and co-ordinate Perach activity on the national level. At his university, the duties of his job include the selection of the schools in which Perach tutors will work during the year, publicity of the project on campus, recruitment of tutors, supervision of the work of his co-ordinators and maintaining contact with university officials and staff as well as with officials of the local student organization. Once a week he is expected to meet with his co-ordinators in order to discuss administrative and financial matters, the problems of daily operation of the project and the planning of special events for tutors and children.

16. Co-ordinators are responsible for the operation of the project within the specific schools. Their duties include maintaining contact with the schools throughout the year, matching tutors with children, supervising the tutor-pupil pairs throughout the school year, maintaining a file for each pair, and conducting regular monthly meetings with the tutors. The job of co-ordinator is perhaps the main role on which the smooth functioning of the project rests, since it is the co-ordinator who maintains regular contact with the schools, tutors, children and parents as well as with the local management.

Financing

17. There are two major parts of the Perach budget: the daily operating fund and the scholarship fund. Both are provided for by a variety of public and private sources, both in Israel and abroad.

The funds for the day-to-day operating budget are used for the salaries of the co-ordinators, local managers, Central Administration and the evaluation team, and for the reimbursements of the expenditures incurred by the students during their tutoring activities. These funds are contributed by the Ministry of Education and other institutions.

18. Concerning the funding of scholarships, Perach provides one-third to one-half of the student scholarships through contributions received from the Council for Higher Education and other bodies. The remaining scholarships are contributed by the individual universities.

## IV. CONCLUSION

19. It must be underlined that this study-service experiment aims at resolving problems related to the educational system. It is a question of assisting, at the primary education level, in a personal way, in order to help children to overcome school problems. In addition, study service gives those students participating the possibility of obtaining a study grant in return for a concrete contribution to the educational needs of the country.

# M A L I

## I. INTRODUCTION

1. In 1962, the Republic of Mali introduced reforms in higher education with the object of providing training for professionals that would fit them to respond to the country's needs in accordance with national plans. Among other changes, these reforms instituted compulsory practical internships for students, which are regarded as study service for national development. Foreign students take part in these practical internships on the same basis as Malian students.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

2. The objectives of study service in higher education are primarily educational. The practical internships are designed to complement the training of students and to facilitate their integration into the sectors of production in which they will later begin professional careers. From the economic and social standpoints, study service entails a direct contribution by students to the development of the country.

## III. PRINCIPAL CHARACTERISTICS

3. Study-service internships apply to students in all disciplines and must be done during the final year of study. Under the curriculum one credit is granted for study service. The students are offered work relevant to their field of study. For example, students from the Higher Teachers' College teach in classes to which they are assigned, medical students provide consultation services in hospitals, students from the School of Engineering work in workshops, on work, etc. The places to which students are assigned depend on the public institutions or on the firms in which they perform the service. The duration of the internships ranges from six hours per week over a period of six months for students at the Higher Teachers' College to three months, on a full-time basis, for participants from other institutions of higher education.

4. The programmes are funded by the Ministry of Education but the employing agency sometimes provides material assistance to the participants. The students receive an allowance of 10,000 Malian francs[1] for the duration of their service.

5. The administrative staff of the university institutions are responsible for the organization of the programmes. The teachers act as advisers to the students during their period of service. Students, teachers and senior officials of the employing institutions and/or firms take part in the evaluation process. It should be noted that at the end of the internship the students submit a paper on their activities during the period of service. They are given marks for their participation in study service either by their teacher or by officials of the employing institution or firm and these marks are taken into account for the award of their university degree.

## IV. CONCLUSION

6. This experiment has been valuable, particularly from the educational standpoint, as it seeks to combine study and service for the development of the nation and also helps to supplement the vocational training of students.

1. The exchange rate in September 1982 was US $1 = 609 Malian francs.

# M E X I C O

## I. INTRODUCTION

1. Study service in higher education was introduced in Mexico a long time ago. It was developed as a 'social service' to be performed by students following various courses of study, including those leading to the award of an advanced degree. A large number of students in the second stage of secondary education recently signed up for 'social service'.

2. The programmes are run by state institutions. The following are the principal institutions and their programmes: (A) the Secretariat of Health and Welfare - Its programmes were started in 1936 in the form of semi-professional services and were aimed at improving the health of people living in rural areas and contributing to the development of the rural community. There were 248 participants in 1936 and 8,065 in 1977, which means that the human resources in the field of public health available to the population rose from one student for 75,000 inhabitants to one student for 8,000 inhabitants; (B) the National Polytechnic Institute - Under its programmes, all final-year students in secondary and in higher education have to perform the service. The latter is intended to benefit underprivileged communities in rural or urban areas. In 1977 there were 600 participants in these programmes; (C) secondary and higher education institutions for which the Secretariat of Education and Independent Universities is responsible - The main programmes operated by these institutions are concerned with adult education and integrated development of rural and urban areas. These institutions are also responsible, under agreements, for the participation of students in programmes organized by other state agencies; (D) the Secretariat for Agriculture and Water Resources - Its programmes, which are concerned with the development of agriculture, require participation by students in the fields of veterinary medicine and animal husbandry. Between 1972 and 1977 this institution had a total of 462 participants; (E) the National Institute for the Development of the Rural Community and Housing (INDECO) - The objective of its programmes is the development of the rural community in all its aspects (legal, political, educational, etc.) and the construction of dwellings and public facilities. This institution caters to students of engineering and architecture. Since 1971, it has had an average of 600 participants in the programme each year; the figure increased to 800 students in 1976; (F) the Secretariat for Agrarian Reform - The main objective of its programmes is the economic and social development of rural areas. Students in agronomy, veterinary medicine and animal husbandry have participated in them, 1,000 taking part between 1971 and 1977.

3. 'Social service' has its origins in medical practice when it took the form of charity for the most deprived sections of society. During the Mexican Revolution, the urgent need to solve certain problems was recognized, particularly those relating to the living conditions of the rural population. There was a need to train qualified professionals for this task. These objectives underlie the principles embodied in 1917 in the Political Constitution of the United Mexican States which established the policy of providing education and 'social service' for the most economically, socially and educationally disadvantaged classes. As a result of this action, social service programmes were started in the fields of public health and education. Since 1934, the performance of study-service work and activities by students has been a compulsory item in the curriculum for most higher professional degrees. In 1977, 21,000 students took part in all the programmes.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

4. The function of 'social service' is seen as a dual process with social and economic objectives closely linked to educational goals. The service represents

the commitment of the students to the social, economic and political development of Mexico. The training of professional workers must, through practical experience, be related to the conditions and problems of present-day Mexican society.

5. The objectives of all the programmes view social service as a means of helping to solve the main problems of Mexico's disadvantaged social classes through effective use of the students' scientific and technical potential. From the educational standpoint, emphasis is laid on development of the personality of the students, as a result of contact with the everyday conditions of local and/or national community life. This educational process is expected to strengthen among the students (a) socially responsible attitudes; (b) study and research habits which will contribute to lifelong education; (c) adjustment to the ethical standards of the community in preparation for the practice of their future professional career.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and relationship with the study programme

6. Study service is compulsory for most students in higher education. Since 1935, educational establishments training senior professionals have taken measures to ensure that students in all fields of study take part in the service. This is in accordance with the requirements of the law and legislation established by the state. At present, study service is compulsory for the award of degrees in the fields of health sciences and technology, economics, law, education, the techniques and science of animal husbandry, agronomy, architecture and engineering.

7. The curricula assigns for the performance of study service a specific number of credits which are required for the award of degrees. All students, including foreigners, must take part in study-service programmes once they have completed 80 per cent of their course. The activities and work performed by the students constitute a semi-professional form of service which they perform individually or collectively.

8. Most programmes are organized on a multidisciplinary basis. The organizers hope to help in finding comprehensive solutions to community problems and also to inculcate in students the habit of team-work in which they can exchange their knowledge and experience. For example, the programmes of the Secretariat for Health and Welfare which aim at improving public health services provide an opportunity for team-work by students of medicine, dentistry, nutrition and nursing. They aim to promote active co-operation among the students in the effort to keep mortality rates down, while considering each individual as a biological, psychic and social entity. The National Politechnic Instituto requires team-work by students from the Schools of Engineering and Architecture who are capable of performing national and regional development work. The assignment of tasks to each student depends on his level of training and range from project design to management of operational activities. INDECO organizes local community development programmes with the participation of students in such disciplines as health, law, economics, agronomy, animal husbandry, architecture and education.

### Posting of students

9. Most of the programmes are carried out in rural areas because of the size of the rural population (41 per cent of the population live in rural areas) and because of the shortage of qualified professionals in these areas despite the social, economic and educational problems which arise in such communities. On the other hand, study service in urban and suburban areas is designed to assist the most disadvantaged sectors of the population. Students are generally assigned to their community of origin and/or to the community close to their place of learning,

especially in the case of provincial universities. In the case of some programmes, however, such as those carried out by the Secretariat for Health and Welfare, the students are distributed according to a national plan drawn up on the basis of estimates of local community needs.

Length and period

10. The duration of study service in higher education ranges from six months to two years in accordance with laws and regulations established by the state and/or requirements determined by the centres of higher education. These requirements may be satisfied in several ways; (a) on a continuous basis, over a single period (as in the case of medical students), which is the final year of study; (b) throughout the period of study or in two or three cumulative periods. These practices take account of legal rules laid down for the award of degrees and the capabilities of each student.

Organization of students' work. Role and participation of administrative and academic personnel

11. In the case of programmes organized by state institutions, the administrative and specialized professional staff belong to these public sector institutions, which may nevertheless consider it necessary to request specialized teachers from the centres of higher education. These teachers are involved in the planning, organization and execution of the programmes. The participation of teachers is stipulated in their professional curriculum and it is also the subject of moral and sometimes economic obligations.

12. The teachers, qualified professionals and students take part not only in the planning phase, but also in the execution, management and evaluation phases of the programmes. For example, in the programmes carried out by the Secretariat for Health and Welfare, teachers from all the centres of higher education work in close co-operation with the professionals on the staff of this state institution. The teachers are given specific responsibilities in co-ordinating, monitoring and evaluating the work of the students in organizations throughout the country for which the Secretariat is responsible. The students working in these programmes take part in the evaluation of the work and of the programme results.

Remuneration of students

13. Most of the programmes provide students with an allowance which varies according to the place to which they are assigned, the average being 13,000 Mexican pesos.[1] In the health sector, for example, allowances range from 2,140 pesos to 17,140 pesos per month; in the case of participants in the programmes of the Secretariat for Agriculture and Water Resources, the allowances may amount to $12,200. The organizers, with the assistance of the communities helped by the students, assume responsibility for finding accommodation for the participants.

## IV. ORGANIZATION, FUNDING AND MANAGEMENT OF PROGRAMMES

14. The preparation, organization and management of the programmes is the responsibility of the governmental institutions concerned with 'social service' (cf. paragraph 2 for the list of these institutions). The procedures vary from institution to institution but some rules are nevertheless applied by all of them. The governmental institutions sign agreements with the universities and the students' representatives concerning general programme characteristics such as objectives, assigned place of work and allowances for the participating teachers and

1. The exchange rate in September 1981 was US $1 = 24.85 Mexican pesos.

students, and the obligations of the teachers and the students concerned. At the same time, these governmental institutions draw up agreements with the local communities involved in the rural or urban areas concerned. Once these two preliminary phases are completed, the institution in charge of the programme assigns the participants and takes the necessary steps to monitor and evaluate their activities. In this latter part of the process, the organizers seek to ensure that all the parties involved in the programme (universities, teachers, local communities, regional or community institutions, specialized staff attached to the governmental institutions) take part in the management and evaluation of the programme.

15. Each institution has a budget for 'social service' programme expenditure. The funds come mainly from the federal government. In the case of certain programmes, funds are granted by each state of the federation or by public sector institutions which benefit from the services provided. The local communities take part in the funding by providing cash to cover certain expenses or by furnishing manpower resources. No grant has been received from international organizations or from other countries.

## V. PRELIMINARY PREPARATION OF STUDENTS

16. The students receive prior training for their 'social service' work. This has been clearly provided for in all the programmes which have been carried out. The training may vary according to the programme objectives but some general principles are applied. Students participating in the service who have already completed 80 per cent of the curriculum during their course of study attend seminars on the relationship between their specific field of knowledge and the objectives of study service. There is also in every faculty a centre which furnishes information on the student-service programmes.

The programme organizers have also prepared an information manual on study service which indicates the legal requirements, the duties of students, the administrative organization and the specific types of work which may be performed. In addition to this general information which is mandatory for all programme participants, there are other types of information which vary from programme to programme. For example, during the initial training phase of the programmes administered by the Secretariat for Agriculture and Water Resources, officers and students organize meetings with the authorities, members of local communities and professional personnel working in the region. The programmes are directed by education institutions whose goals are education, research and study service. The students participate actively in preparing each programme and they give consideration to the programmes and proposals coming from communities interested in the service.

## VI. ROLE AND RELATIONSHIP WITH THE COMMUNITY

17. In general, consideration is given to involving the community in all phases of the programmes. The organizers feel that acceptance and support by the community are basic conditions to obtain positive results for development. All programmes by educational and health institutions provide for consultations with the authorities and the members of the local community at the research stage prior to the establishment of the programme. In addition, the executing institutions encourage direct participation by local authorities and community members in the implementation of the programme.

## VII. PRINCIPAL RESULTS ACHIEVED AND IMPACT ON THE STUDENTS, THE UNIVERSITY AND THE LOCAL AND NATIONAL COMMUNITY

18. The organizers have established an evaluation system over the years during which study service has been in operation. It should be stressed that all parties concerned by the programmes take part in these evaluations. It has been found that most of the general and specific objectives have been met. (a) With regard to the contribution of the programmes to local development, the fact that a significant part of the country's scientific and technical potential can be used during the last phase of its development has been recognized as a positive factor in improving the living conditions of the people and in making them more inclined to accept changes that are needed for their economic, social and educational advancement. (b) Study service has, above all, allowed students to come into close contact with the community while contributing to national development through the work which they perform. This experience has been considered beneficial for the development of the students' personalities. (c) With regard to the educational process, study-service programmes have been the basis of major reforms carried out by higher education institutions, particularly with regard to curriculum content and teaching and learning methods. (d) The organizers also stress that the economic benefits derived by the community far exceed the cost of financing the programmes.

## VIII. PROBLEMS AND DIFFICULTIES ENCOUNTERED. PERSPECTIVES

19. The evaluation work has also brought out the problems and difficulties encountered in study-service programmes. The main problem stems from departures from certain objectives of the service. Participants sometimes regard it as a requirement for the award of a degree, but many others see it as a practical approach to work. Some problems have been noted in programme funding, particularly regarding the allowances received by the students, which seem to be inadequate.

20. Study service is being encouraged in Mexico. Arrangements for the participation of all final-year students have not yet been completed. New programmes will be organized in order to achieve this goal. The number of participants may thus rise from 21,000 to 200,000. Under a long-term plan, first-year university students and students in the second stage of secondary education could be called upon to take part in 'social service'.

## IX. CONCLUSION

21. One fact about study service in Mexico which must be stressed is that a significant part of the country's technological potential lies in the students who are in their final years of study in higher education aimed at the economic, social and educational development of the country. Study service has been beneficial for the community at large, for the students, for the teachers and for the higher education system.

# M O Z A M B I Q U E

## I. INTRODUCTION

1. The programmes of study service were established in 1975 by the Eduardo Mondlane University - the country's only university - as a contribution by all students and teachers to the development of the country. The programmes take place during the summer holidays and are called 'July Activities'. This experiment is also practised at the primary and secondary education level. The students participate in activities and work in the fields of literacy, construction and agriculture, in the communities located near their places of study. In addition, some voluntary work activities are carried out independently of the University by the Youth Organization of Mozambique.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

2. Study service is conceived as a necessary liaison to be established by the University with the real situation in the country in order to enable the University to play an important part in the construction of the socialist society of Mozambique. From this political conception, flow objectives of a social, economic, educational and cultural order, all directed towards the reconstruction, national integration and development of the country.

3. The principal objectives sought through the service are the following: (a) acquire a profound knowledge of the reality of the country and thus, in accordance with the conditions and needs of the country, reorganize the study and research programmes and the pedagogical methods; (b) establish a relationship between the University and national reality, at the same time revealing the history, cultural and scientific resources of the country; (c) make the University a dynamic element in the development of production, scientific progress and the setting up of new techniques with a view to national reconstruction; create a contact between teachers and students, workers and peasants, in order to bring them closer to the working classes of the country. The study-service programmes should also stimulate methods of collective work among the students and develop, among all members of the University community, ideological attitudes contrary to the vices of colonialism.

## III. PRINCIPAL CHARACTERISTICS

4. The 'July Activities' programmes are obligatory for all students, even foreign students, of the Eduardo Mondlane University. With a view to avoiding a purely technical orientation of the service, the students fulfil productive work and social and educational activities which do not always relate to their field of studies. As a contribution to the emancipation of women, no difference is made between men and women in the distribution of work. The student service is evaluated with commentary each year.

5. Study-service programmes cover different fields, all of which are considered necessary to the development of the country. The principal jobs proposed to the students concern sanitary education, the technique and collection of historical and cultural material, literacy, work in the agricultural and industrial sectors, and the construction of villages in rural regions. The students occupy their free time in social and political activities of interest to the community and also devote time to their studies in reflection and bibliographical studies.

Student posting

6. Full-time students work in different regions of the country; they are integrated into the village communities, enterprises and into government services in order to promote the unity of the country and regionalism. Taking into account that they come from a working environment, part-time students stay at Maputo and work in public enterprises.

7. The period of service is forty-five days during holidays and is obligatory each year of the study cycle. Full-time students carry out their service with a normal working day and part-time students only work a few hours a day.

Organization of student work. The role and participation of administrative and academic personnel

8. The organization of the students' work is first of all the province of the University authorities in liaison with the FRELIMO. The realization of the programmes is the responsibility of the University service groups. The full-time personnel is responsible for the direction of the work on the spot and for undertaking certain tasks with the students.

Remuneration of the students

9. No allowance in the form of a salary is made to the participants. The organizers pay a subsistence allowance and assure the transport and equipment of the students. The students live in community houses and are lodged with families.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

10. The preparation of University service programmes is carried out by the University authorities in agreement with the FRELIMO (Liberation Front of Mozambique). At this stage, consultations are held in the ministries, and in the administrative units, in order to receive proposals and suggestions from the organisms and communities interested in the student service. The establishment and co-ordination of the programmes are undertaken by the 'Co-ordination Committee for the July Activities' which is responsible to the Eduardo Mondlane University. During the work, the student groups are in direct contact with the local authorities. Thus, the University's co-operation with the government and FRELIMO organizations is assured at all levels and at all stages of the University service.

11. The resources for the financing of the programmes come from the University budget with the participation of FRELIMO. The cost of the service in relation to the expenses of the study programmes corresponds to 1 per cent. The expenditure in Escudos were the following:

| 1975 | 1976 | 1977 |
|---|---|---|
| 700,000 | 1,200,000 | 1,100,000[1] |

## V. PRELIMINARY PREPARATION OF THE STUDENTS

12. The students receive training related to the type of job they will be expected to do during their service. This is related to each of the fields of the 'July Activities'.

1. The course of the dollar was the following: $1 = 26 Escudos (September 1975); 31 Escudos (September 1976); 33 Escudos (September 1977).

## VI. ROLE AND RELATIONSHIP WITH THE COMMUNITY

13. The students and the teaching and administrative personnel must encourage the participation of the community concerned in the service. Taking into account this objective, the participants live under the same conditions as the population during the period of their service. Also, the communities benefit from the service as well as the students themselves and participate in the process of evaluation of the work and the activities undertaken.

## VII. PRINCIPAL RESULTS ACHIEVED AND IMPACT ON THE STUDENTS, THE UNIVERSITIES AND THE LOCAL AND NATIONAL COMMUNITY

14. The following table gives a qualitative balance sheet of the participation in University service programmes.

| Number of participants | 1975 | 1976 | 1977 |
|---|---|---|---|
| Administrative personnel | 104 | 518 | 194 |
| Teachers | 102 | 169 | 38 |
| Students | 1,492 | 724 | 524 |

This reduction in participation is explained by the numerous departures of students and teachers of Portuguese origin following the country's independence. The number of students enrolled at the University changed from 2,000 in 1975 to 1,000 in 1976 and 700 in 1977.

15. As the service programmes are of recent origin, they have not yet been entirely evaluated. However, the political, ideological, social and educational objectives of the programmes are in the process of being achieved. The organizers have noted that the service encourages a political and social conscience among the participants who accept their tasks with enthusiasm. Also, results have been achieved in relation to literacy and the improvement of the sanitary habits of the population. In addition, the economical advantages of the service are significant.

## VIII. PROBLEMS AND DIFFICULTIES ENCOUNTERED. PERSPECTIVES

16. The most important problems stem from insufficient financial resources and the lack of qualified personnel to organize the service programmes. Problems and difficulties are encountered in the organization of programmes, which the authorities have, through the years continually sought to resolve. Moreover, in spite of these difficulties, the organizers are considering making permanent and, at the same time, widening the programmes of university service, taking into account that this service is a part of the educational system and is regarded as a necessary contribution to the integration and development of the country.

## IX. CONCLUSION

17. It must be particularly underlined that in the University programmes in Mozambique, all of the University community participates directly in the work and activities. Also the economic advantages represented by the service towards the development of the country are worthy of note.

# N E P A L

## I. INTRODUCTION

1. The National Development Service Programme (NDS) is Nepal's study-service activities scheme, and it has been considered as one of the vital features of the National Education System Plan of Nepal (1971-1976). The National Education System Plan has made the NDS programme an integral part of higher education and the intended goal has been realized through certain plans and programmes which, since 1974, have required the students of degree level to undertake one year of development service.

The National Education System Plan (NESP) for 1971-1976 spells out the objectives of the National Development Service (NDS) for Nepal and the plan also prescribe the prerequisites for NDS participants. It states that 'a student passing the first year of the diploma course or the first year of the degree course will be required to go and serve for a year in a place where he is deputed'.

2. The NDS which is the direct outcome of NESP was first launched in 1973 in the form of a pilot project. The first group of twenty-one degree-level students were sent out under the NDS programme to three different districts. Though launched on a modest scale, the voluntary participation of students was not a small gain for the future planning of the system.

3. There were some difficulties in the sending out of the next regular batch and so it was delayed for three months. In 1974, the first regular NDS scheme was launched and was followed after two semesters by student resistance. Only after a considerable lapse of time, could the first regular batch of NDS participants be sent to the allotted areas.

4. This first regular NDS scheme was, by and large, carefully planned. Places were assigned to the students according to their convenience. In 1975 a different policy for placing the students was applied.

According to statistics, 209 students participated in NDS in 1974/1975, 443 in 1975/1976, 376 in 1976/1977 and 372 in 1977/1978. In recent years, and within the framework of the reorganization of the national educational system, study service has been suspended and its reimplementation is at present under study.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

5. Study service is defined as a period of time in which a student studies the realities of his own country by exposing himself of the real situation of the community and by trying to help meet the needs of that community. That period of study is part of the curriculum and is carried out within the framework of the NDS programme.

6. The main objectives of the National Development Services are: (i) to make education broader in outlook, more practical and better attuned to the real development needs of the country; (ii) to get the students to assist with rural development activities; (iii) to give students an opportunity to serve the country, and to help strengthen a sense of national identity among the various groups of people; and (iv) to give students an understanding and some practical experience of the need for an interdisciplinary or cross-sectoral approach to development needs.

The National Development Service Programme also aims at providing an opportunity to the students to judge their own capacity to cope with situations. Until they are exposed to a new environment other than their house and locality they cannot judge their own ability. Many students, before going to the assigned village, feel hesitant because of lack of self-confidence.

7. Exposure to the realities of the country is another noble objective essential for the future decision-makers of the country. Theoretical knowledge in any field, however high in quality it may be, is incomplete without some practical knowledge of the realities of the country concerned. It is particularly important that students be well acquainted with the realities of rural life, for which only this type of programme can provide an opportunity. Individuals are thus awakened by the realities encountered while responding to the needs they have to confront, and this is one of the keys to the success of National Development Service. Practically also, the experience over five years of the National Development Service Programme has proved that the students, after completion of one year of their service, have given an impression of being more responsible, more resourceful and more self-reliant and of having a greater measure of initiative.

## III. PRINCIPAL CHARACTERISTICS

8. National Development Service was introduced, not just for its direct effect on the students, but also for its potential to help bring important changes in other parts of the education system, e.g. curriculum content, training of teachers for rural areas, system of examination, extension services. During their stay in the areas allotted to them, the participants are required to teach in local schools and do all sorts of work as specified by the Plan. These activities do not represent a small gain in view of the national development, for nation-building involves a great deal of psychological and emotional factors which bind different social groups together.

9. The programme aims not only at fulfilling the great shortage of teaching manpower in rural areas, but also at an active participation in rural development work. Besides teaching, each student has to play a very active and inspiring role in the rural development activities of the country, to help bring about physical as well as economic development in the village as well as attitudinal changes in the community, thus contributing to the general welfare of the country. In this way, students can play the role of an agent of change, or that of a catalyst. In the practice of the National Development Service Programme, each student is assigned to a specific village and along with teaching is expected to engage himself in community development work. Through this process, they are expected to develop faculties of initiative, self-reliance and resourcefulness. Thus, the students having practical experience, will be more mature in their future career as compared with those who have not had this kind of opportunity.

10. The participants are evaluated individually. The grading is based on eight credits that can be earned by the NDS participants in view of their degree. These credits are awarded for various aspects of their work and performance, including the possibility of writing a paper about village people. To ensure a good grade, the students need to be active in village development activities as well. The grading is based on the reports of the headmasters, the supervisors from the District Education Office and the NDS staff members.

Efforts are being made to develop and improve the pre-service orientation programmes and support materials dealing with village development activities.

11. The university has made the thesis programme mandatory for degree level students of the third and fourth semesters (i.e. after the return of NDS participants

from the field). The students, particularly those belonging to the Humanities and Sciences, Commerce and Business and Public Administration, have ample opportunity to develop their thesis from the materials they collect during their service term in the villages.

NDS participants are also required to write a profile, half of which should be devoted to the participants' particular area. Students of political science and economics, for example, are advised to select such topics as are relevant to the said disciplines with a view to maintaining an unbroken link between the students' own discipline and the field experience gained.

12. Since study-service activities are part of the academic course, students who fail to serve under this Scheme are not considered qualified for the specified diploma and degree. The NDS has been made mandatory, even for Nepalese students holding foreign degrees, although those who complete courses not taught in Tribhuvan University are exempted from this rule. NDS participants have to devote their efforts mainly to four areas called Corps Education, Health, Agriculture and Construction. The participating members of different corps are given preliminary training which, in the last three years, has been arranged by the NDS Directorate. The training course, which is characterized by generalities rather than field experience, is oriented towards handling problems at village level.

13. The Plan is also explicit as to the inspection and assessment of participants who will be 'subjected to periodic scrutiny'. 'Recognition will be given to those whose performance is of a high standard.' These supervisory functions are normally performed by university teachers, but also by the National Development Service administrative officials when the teachers are not available.

## IV. ROLE AND RELATIONSHIP WITH THE COMMUNITY

14. The linkage with the community is one of the main features of NDS. Other than the relationships stated above, the interconnections between the village and the university have been reinforced because of the increasing accent on micro-level studies in recent years.

Other forms of relationship are expressed, for example, by the fact that the local headmasters and district education officers are charged with the responsibility of evaluating the National Development Service students. They performed this task by supplying regular information to the National Development Service Directorate.

## V. PRINCIPAL RESULTS ACHIEVED AND IMPACT ON THE STUDENTS, UNIVERSITIES AND THE LOCAL AND NATIONAL COMMUNITY

15. By adding a new dimension to the process of national integration, the NDS participants have opened up a new vista of life, and are likely to produce long-term effects in the task of nation-building.

For example, many students have submitted well-documented, statistically sound and analytical village profiles. These profiles can be of some help to the decision-makers. On the other hand, having exposed themselves to new realities, the NDS participants seemed to have developed a kind of 'empathy' in sharing the hardships faced by the villagers. According to some of the returnees, the NDS has made an exemplary contribution, though modest, in the larger context, to raise the standard of local people. Without any resistance to the NDS, these students seemed to be enthusiastic about serving in the allocated villages. Though they were primarily assigned to teaching at the local school, the participants were reported to have carried out other activities as well. Students' reaction to the way the NDS course

was being introduced after the second semester of degree classes brought about some modification in the second year of the NDS Scheme.

16. In general, some important positive results can be specified: (i) the NDS Scheme contributes to the bringing about of important changes in the education system, for example, in the replacement of strongly foreign-oriented material with that Nepal-oriented material; (ii) the NDS will speed up these changes by exposing students and their teachers to the realities of life for the majority of Nepalese; (iii) by granting academic credit for something for which there is no conventional examination, the NDS is helping to lessen dependence on examinations; (iv) many students are assigned to work in communities dominated by ethnic groups other than their own; they and the local people must learn to live and co-operate with each other; (v) the Scheme helps to develop extension services; (vi) the NDS not only gives the students more usable skills, but will also change their attitudes towards seeking employment outside the Kathmandu Valley or better developed areas in Nepal; (vii) the Scheme gives the students an understanding of rural development problems which will be extremely useful for them in their subsequent careers, thereby making a long-term contribution to Nepal's development strategies.

## VI. PROBLEMS AND DIFFICULTIES ENCOUNTERED. PROSPECTS

17. To make NDS more relevant to classroom activities is by no means an easy task. The task of getting the required trained teachers and the question of utilizing their skills in training NDS participants during their field work is difficult. While discussing the academic content of the NDS, some practical difficulties may inevitably occur. Science students need a separate methodological preparation for making the field work more useful to their discipline. The university is required to supply scientific devices to meet the needs of the students concerned. Some occasional supervision of teachers are also necessary to improve the standard of the programme.

18. There is certain criticism that the NDS participants are noticeably becoming grade-oriented and publicity-oriented, which is likely to cast a shadow on the Scheme itself. It cannot, however, be denied that the one-year service under the NDS fetches eight credits for students along with two additional credits for the paper on village profile. The natural interest among the participants in securing high marks may help them to improve their chances of getting better grades either by working hard as they are called upon to do, or also by taking advantage of the media of publicity available to them.

19. Second, the local authorities, District Education Officer (DEO), Chief District Officer (CDO) and headmasters are seemingly developing complacency regarding their commitment to the NDS. If these local authorities to whom the evaluation of participants is partly entrusted treat it only as a formal affair, the entire process of evaluation would be severely affected. The HMG and the university should be more vigilant in making them more responsible for the successful operation of the Scheme.

20. Third, the valuation scheme should further be crystallized by avoiding formalistic procedures.

21. Fourth, the orientation programme should also be provided for the NDS supervisors. Some preliminary idea on methodology is a must for them because of the nature of NDS work and the frequency of their contacts with the participant. By adopting this approach, some problems connected with the shortage of supervising the collection of data and the writing of village profiles on the spot.

22. Fifth, orientation programmes for the participants have to be more relevant to the village life.

## VII. CONCLUSION

23. The NDS, indeed, has seen significant and positive developments within a short period. It is hoped that with the development of a well conceived strategy, this Scheme will achieve its long-range goals, envisaged to assist the community and to contribute to the strengthening of the national identity.

# POLAND

## I. INTRODUCTION

1. Study service was introduced in Poland in 1969. The programmes consist in having students perform productive work in enterprises parallel with political, cultural and sporting activities in surrounding communities.

2. Participation is compulsory for all full-time students in post-secondary education. The only students exempted from this requirement are those attending the Naval Academy. Students may also be exempted from service if they: (a) have a disability which prevents them from performing physical work; (b) are employed on a family farm; (c) have participated in more than twenty-four days of voluntary service during their secondary studies; (d) have done their military service; or (e) have had at least six months' experience in productive work before entering higher education.

The organizers have recorded an annual participation of 50,000 students.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES OF THE PROGRAMMES

3. Study service in higher education is viewed essentially as an integral part of the education process which is as necessary to the training of students as study proper and as participation in scientific research. First-year students participate in study service after enrolment but before beginning their studies. This arrangement pursues one of the main objectives of the service, which is to forge links between the students and the production process, the university, the teachers, youth organizations, etc., at a very early stage.

## III. PRINCIPAL CHARACTERISTICS OF THE PROGRAMMES

### Nature of the work and relationship with the study programmes

4. The students work mainly in enterprises active in the following areas: housing construction and the production of building materials, agriculture, the food industry, administration, the local economy, environmental protection, health and forestry.

5. Study service is assigned a specific value by the curriculum, and the absence of a student from work without a good and sufficient reason will disqualify him for admission to the first year of study. A certain number of credits are awarded to the students on completion of their work.

### Organization of students' work. Role and participation of administrative and academic personnel

6. The students work in groups called 'student work brigades'. The number of participants in these 'brigades' ranges from fifteen to forty persons of both sexes. The assignment of specific tasks depends on discussions held within the team. The brigade is organized and directed by a teacher who represents the rector. One of the students is appointed as his deputy (student delegate).

7. Before work is started, the teacher in charge of a brigade is entrusted with the tasks of (a) organizing the brigade; (b) holding briefing meetings with the participants; (c) preparing reports on the programme for use by the students;

and (d) assigning specific tasks to members of the brigade. In addition he is required, in conjunction with the industries and communities concerned with the study service, (a) to establish contacts and sign contracts with the heads of enterprises; (b) to draw up a detailed programme of productive, social and cultural activities in agreement with the leaders of the enterprise and of the neighbouring community; (c) to check the conditions provided for the students (remuneration, board, lodging, etc.); (d) to supervise the students' work; and (e) to inform the authorities of the centre of learning about the activities of the brigade while the work is in progress. Once the programme has been completed, the teacher has to prepare an evaluation of the work of the brigade and of each student, awarding credits to each, and to submit his report to the authorities of the centre of learning and to the enterprise.

8. The student delegate has the following responsibilities: (a) to organize leisure activities for the students during their free time; (b) to supervise the work done by the students; (c) to co-operate with the local organization of the Socialist Youth Union; (d) to take decisions when the teacher in charge is absent.

Duration and period

9. The duration of study service is twenty-four days.

Remuneration of the students

10. Students are remunerated for the work done in the course of their study service. The wages paid vary in conformity with the usual standards of the enterprise concerned, but always according to the actual tasks performed.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT OF PROGRAMMES

11. The centres of higher education are responsible for the organization and management of the programmes. They attain the objectives of study service in consultation with the Socialist Union of Polish Students on the one hand and with the enterprises and local communities interested in the students' work on the other. The programmes are drawn up on a long-term basis in agreement with the enterprises. The organization of each brigade's work is covered by a special contract.

12. The financing of the programmes is covered mainly by contracts concluded between the university authorities and the heads of enterprises. Part of the cost of board is borne by the students, while the enterprises pay all their lodging and transport expenses and the remainder of their board.

## V. ROLE AND RELATIONSHIP WITH THE COMMUNITY

13. The heads of enterprises and local community authorities concerned with study service take part in the preparation and evaluation of the activities of the brigades. To this end, the local authorities appoint co-ordination committees to work in conjunction with the heads of post-secondary education institutions. It is the duty of these committees, in particular, to assist the brigades in carrying out socio-cultural and political activities on behalf of the local communities in addition to productive work.

## VI. PRINCIPAL RESULTS ACHIEVED AND IMPACT OF STUDY SERVICE IN HIGHER EDUCATION ON THE STUDENTS, THE UNIVERSITIES AND THE LOCAL AND NATIONAL COMMUNITIES

14. The evaluations made in the brigades and those made by enterprises, youth organizations and the administrative and teaching staff have been very positive and in keeping with the goals aimed at; this is proved, among other things, by an increasing demand for the work and activities of students on the part of enterprises and local communities.

## VII. CONCLUSION

15. Service to the community plays an important part in university life in Poland. It is an integral part of the education process and depends upon the active participation of the teaching body, the National Union of Polish Students, and the enterprises and communities concerned. Educational and productive aims are closely linked. The Polish experience is thus a good example of application of the idea of integration of education and work.

# ROMANIA

## I. INTRODUCTION

1. The Education Act adopted by the Grand National Assembly in 1978 provides that: 'For the purpose of giving students a lasting training for work and life through the direct participation of higher education in the economic, scientific and cultural activity of the country, the entire instructive and formative process of higher education shall be conducted on the basis of the integration of higher education with production, project formulation and scientific research'.

2. Romanian higher education comprises two categories of activities which could be included in the sphere of participation by students in social affairs, representing elements of the integration of higher education with production, project formulation and scientific research. The first category, briefly described as 'practice in production', is an inseparable component of the education process and comprises socially useful activities which are carried on by students in the context of their studies and in conformity with the requirements laid down in the syllabuses and curricula, and which take place within a period specially set aside for this purpose during the university year. The second category is 'patriotic work', which is generally performed outside the time allotted to studies and is not included in the syllabus or curriculum.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES OF THE PROGRAMMES

3. These two types of activities have common fundamental objectives such as training the young generation through work and for work and their participation in the accomplishment of important economic and social tasks; but each of these activities strengthens certain aspects - patriotic work in relation to character formation and productive work in relation to education.

4. Under the heading of patriotic work, the students contribute - regardless of their year of study or the speciality for which they are preparing - to the achievement of major socio-economic objectives such as the Danube-Black Sea Canal. The content of work in production is determined differently according to the year of study and the speciality, thus helping the students to acquire the knowledge and skills required for the effective exercise of their future profession and improving their adaptability to the demands of rapid development of production capacity, science and technology.

5. Like patriotic work, productive work is done by practically all students. Patriotic work is performed on the basis of plans for production, research and the formulation of projects or the provision of services, organized by the institutions of higher education and the beneficiary economic or socio-cultural organizations, which prescribe the tasks that the students are to perform. Activities are carried out with a view to turning out products, performing work and research and rendering services which form an integral part of the plans of social organizations or the unit plans of the central research institutes or science academies. They aim to take into account the highly technical nature and the complexity of the products made and the work done, and their economic and social significance. In performing patriotic work, the students participate in the attainment of certain objectives of national, regional and local interest, including educational objectives such as the erection of school buildings, for example.

6. As the process of integrating higher education with production, scientific research and socio-political practice is accomplished, even such forms of general educational activity as, for example, purely demonstrative laboratory work

or annual projects take on economic or social usefulness. This heightens the interest and responsibility of the students: thus strength-of-materials tests are performed on appliances which come from industrial enterprises and in which those enterprises are interested.

7. The organization of work in production not only contributes to the acquisition of practical skills and knowledge but also helps, firstly to create the necessary atmosphere to enable the students to sense the relationships between the various factors and conditions involved in the work process, and secondly to encourage an active attitude and to improve on it.

## III. PRINCIPAL CHARACTERISTICS OF THE PROGRAMMES

### Nature of work and relationship with the study programmes

8. Depending on the qualifications for which they are training, first-year to third-year students turn out material products in the course of work in production or perform other specific, socially useful activities. In the succeeding years they carry out research and scientific, cultural, artistic and socio-political work or are involved in labour organization or medical, legal, practical and pedagogical assistance.

9. In higher technical education in particular, students in the first three years of study turn out progressively more complex products, participating as active factors in the various stages of the work process. Students of agronomy perform tasks corresponding to the technological cycles of the main crops throughout the growing period and work on animal health, husbandry and livestock utilization. Students of economic sciences perform technical and economic operations connected with the gathering of basic economic data, organization, planning and statistics, the circulation of goods, the service economy and computer processing of economic data. In the medical field, students in the first three years of medicine and stomatology provide health care as medical auxiliaries, while those in the fourth to sixth years of these subjects serve as principal assistants. According to the needs of the health system, some students in their final year perform health care duties as interns. Pharmacy students in their first three years perform activities in laboratories and in pharmaceutical production, while those in their fourth and fifth years prepare medicaments and pharmaceutical products and serve the public in pharmacies.

10. In general higher education (fundamental, natural and human sciences), students in their first three years perform work in the following areas according to their speciality: students of physics work in fine mechanics, optics, electrical engineering, electronics, nuclear technology and other fields of applied physics. Students of mathematics and computer science work at operative tasks, programming, analysis and calculations, using electronic processing equipment. Students of biological sciences perform work in floriculture, dendrology, landscaping, acclimatization, anatomical products, microdioramas, inclusions of biological material, biochemical analyses, etc. Students of geography work on cartography and topography, meteorological and hydrological observations and determinations, map-making, etc. Students of history and philosophy work at archaeological sites, in archives or museums, perform tasks of librarianship or engage in socio-political and economic activities and in scientific, political and educational propaganda among the masses. Law students work in archives or notaries' offices and do social welfare work. Students of philology do translations, technical drafting, library work, etc. Students of physical education and sport engage in educational and training activities, physical culture and sport for the public.

11. In the fine arts, students in the first three years of study engage in performance and artistic creation and in activities to provide guidance for mass movements in the arts and for groups of amateur artists.

12. Lastly, students preparing for a teaching career engage in pedagogical practice. Apart from the activities mentioned above, they engage in didactic activities with the pupils or assume responsibilities in organizations for children and young people, at educational and holiday camps, and in cultural centres and clubs.

Duration and timing

13. Practice in production accounts for 30 to 40 per cent of the total number of hours covered by the syllabuses. The exact proportion varies according to the specific requirements of the discipline studied: in agronomy, for example, more time is spent on work in production than in other disciplines. To this set number of hours we may add the time spent in preparing for the degree or in writing the degree thesis because, in the process, the student is usually required to make a contribution of his own to the solution of a practical problem. Work in production is generally performed every university year, in continuous periods of up to four weeks which are spread over the year according to the specific nature of the discipline; in agronomy, for example, the students take part in the main agricultural operations. In physics, as an experiment starting in the academic year 1980/1981, all the hours allotted to work in production are to be grouped together in the second semester of the third year. Patriotic work is performed for two weeks a year outside term time, but exemptions from patriotic work may be granted on a case-by-case basis.

Organization of students' work. Role and participation of administrative and academic personnel

14. The teaching staff, some of the staff in the relevant field of specialization in an institution of higher education and the specialized staff of the units where the activities concerned are carried out participate in the direction, administration and execution of the work involved in carrying out tasks in production, research, project formulation and services.

15. Patriotic work is organized by the Union of Associations of Communist Students of Romania in collaboration with the Ministry of Education and the other central bodies concerned. The teaching staff also take part in organizing patriotic work.

16. In general, work in production is planned in such a way that the theoretical knowledge required for practical activities is imparted to the students beforehand. It is therefore the duty of the supervising teacher or the production specialist in charge of practical work to give the students the information they need in order to adjust as quickly as possible to actual working conditions. In all cases, the students are given adequate instruction in labour protection, industrial safety, fire precautions, etc.

17. The students generally work in teams either composed only of students or comprising students and employees of the unit where the productive work is being done. The number of students per team varies according to the nature of the activity and the size of the groups or subgroups of students engaged in it.

Remuneration

18. During work in production, students receive part payment for the manpower supplied and some other advantages such as transport, meals, housing, protective

equipment, etc. During patriotic work the students are also provided with transport, meals, accommodation and protective or working equipment free of charge. The allowance made in part payment for the manpower supplied by the students serves also as an incentive, for the better the results, the higher the rates. With the same aim in view, professional competitions for students, with the award of prizes, are organized nationally in order to obtain brilliant results from scientific, technical or artistic creative activity.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT OF THE PROGRAMMES

19. Work in production is organized by the institutions of higher education, under the direction and with the support of the Ministry of Education and the ministries or other central bodies concerned. This work is done in production units, in technological engineering research units or in socio-cultural institutions as the case may be. Special production, research or service units are also organized either within institutions of higher education or other collective organizations.

20. Work in production is one of the professional obligations of all students, whereas patriotic work is voluntary. The students are required to perform the tasks allotted to them at their place of work; in the case of 'standardized' activity, the norm for the student is set at about one-third of the usual working norm.

21. The students' work is marked, as in other disciplines, taking into account the results achieved and the attitude shown towards work. It should be stressed that, in assessing the students, the yardstick used is not the skills and knowledge acquired by a highly qualified worker or by a specialist with a secondary-level vocational training, but the ability to incorporate practical knowledge into the learning process.

22. The various beneficiaries of the work done finance it on the basis of economic contracts; self-endowment works are financed out of the budget of the institution of higher education concerned.

## V. ROLE AND RELATIONSHIP WITH THE COMMUNITY

23. The Programme of the Romanian Communist Party aimed at the building of a multilaterally developed socialist society and the advance of Romania towards communism defines the relationship with the community. Education; all-round training of the key personnel needed in all fields of activity, closely co-ordinated with requirements for the production of material and spiritual goods; training and education of the new man; continuous upgrading of the vocational, scientific and technical training of workers; provision of conditions for developing and strengthening the capabilities of members of society; and raising the general level of culture and knowledge among the people: all these are ways of associating the student with the progress of the community.

## VI. PRINCIPAL RESULTS ACHIEVED AND PROBLEMS ENCOUNTERED

24. Work integrated into production and patriotic work alike have demonstrated their formative value, the former mainly by emphasizing the practical side of education through the insight it gives to the student and by affirming the usefulness of theoretical knowledge, and the latter as a means of developing character. Whether the student is aiming at a scientific career or not, research activity plays an important role in the process of instruction and character-formation. This positive influence is seen especially in the ability of the student to tackle new situations

and to show initiative, innovativeness and high mental discipline to the satisfaction of the Ministry of Education.

Problems arising

25. Problems arise at various levels, such as that of ensuring that the tasks actually assigned to the students during work in production are as relevant as possible to the requirements of the instruction process; the establishment of more exact procedures for evaluating the results of work in production in relation to the process of instruction and character formation as a whole; the provision of extra time for the advice which the teaching staff and other specialists are required to give in connection with work in production; and increased efforts by all parties concerned to equip the enterprises where work in production is done and to provide them with modern and sophisticated facilities for scientific research.

## VII. CONCLUSION

26. Participation by students in the two categories of activity, work in production and patriotic work, has proved useful both to the students themselves and to the community. The results obtained are favourable and help to demonstrate the role played by study service in higher education as an important factor in the education process.

# UNION OF SOVIET SOCIALIST REPUBLICS

## I. INTRODUCTION

1. Students at institutions of higher education in the USSR participate, simultaneously and in close conjunction with their academic studies, in various social activities integrated into a system called 'socio-political practice'. The purpose of participation in these activities is to increase theoretical knowledge; to instil a creative attitude to the chosen profession; to develop the ability to organize social activities and the student's own work; and to use the students' physical and intellectual potential in solving the economic and social problems of the community.

2. The system of socio-political practice includes:

(i) compulsory theoretical studies forming an integral part of academic curricula. This takes the form of a theoretical course which in most institutions is called 'fundamentals of organizing and socio-political work in the community' and which is accompanied by practical work;

(ii) optional studies at 'faculties for training in the social professions' and 'schools for young lecturers';

(iii) practical activities in the local and/or national community.

The purpose of the compulsory and optional studies mentioned above is to make the students better prepared to discharge their social responsibilities and to carry on socio-cultural, educational and other activities effectively both during their academic studies and when they leave the university.

3. Participation in community affairs is a long-standing tradition among students at institutions of higher education in the USSR and takes many forms, such as: production and research work; the organization of scientific, social and political courses and lectures in various localities; vocational guidance and preparatory courses for young people, especially in rural areas, who wish to take the competitive examination for university entrance; the organization of holiday camps and sporting, cultural and educational activities for children; rehabilitation of delinquents; and the performance of concerts, amateur evening shows, etc., in local communities.

4. In the main, the above-mentioned activities are organized by:

faculties for training in the social professions and schools for young lecturers;

construction teams made up of students;

research groups composed of students who, at the direction of teachers and research workers from institutions, perform applied research work at the request of enterprises and communities.

Some of these activities are also carried out by students during the period of practical training; in addition to their specialized tasks under the syllabus, the students take part in social life and render various services to communities and enterprises.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES OF THE PROGRAMMES

5. Socio-political practice is based on the following principles:

(i) close co-ordination between practical activities and academic studies, particularly in the social sciences. The content of practical work is brought as close as possible to the conditions under which the future specialist will perform his professional activities;

(ii) enrichment of the student's professional and social experience while he is making a practical contribution to the development of the local and and national community;

(iii) acquisition by each student of the practical knowledge and skills of an organizer and educator;

(iv) the student's progress through diversified and successive forms of socio-political practice which make up a coherent whole.

Socio-political practice is planned and viewed as an essential and integrative factor in the process of vocational training and general education of future specialists.

6. The specific objectives of construction teams are to contribute, on the one hand, to community development through productive work and socio-political activities conducted by the students and, on the other hand, to vocational training and the development of civic spirit among the students.

The research groups, while seeking to develop research skills among the students, also aim to meet the needs of enterprises and communities for applied research.

The specific objectives of faculties for training in the social professions and of schools for young lecturers are to give students an opportunity (1) to acquire a 'second' profession that will allow them to play a more constructive and diversified role in the communities to which they will be assigned for work on completing their academic studies, and (2) to acquire an additional qualification over and above their basic speciality or to go more deeply into their speciality for their own personal fulfilment.

Thus the tasks performed in the above-mentioned ways are at the same time educational, social, political and interrelated.

### A. CONSTRUCTION TEAMS

#### PRINCIPAL CHARACTERISTICS OF THE PROGRAMMES

##### Nature of the work and relationship with the study programmes

7. The first teams were formed of Moscow University students in 1959. Since then they have developed on a permanent basis and are well organized nationwide, with an annual participation of some 500,000 students from all the institutions of higher education. Although the term 'construction teams' reflects the origin of this project, the nature of the work done by the students is not restricted to the construction of housing, cultural centres, animal husbandry buildings, roads, power stations, electricity transmission lines, etc. According to the students' specialities, there are also medical care teams, 'pedagogical teams', teams working on the restoration of historic monuments, etc. In most cases the work done by the teams

corresponds to the students' basic speciality. However, these activities, performed as a voluntary service, are not part of the syllabus. Except in the case of productive work, each team takes part in various social activities in the community to which it is assigned such as, for example, lectures, assistance to farmers at harvest time, organization of holiday camps for young people, preparatory courses for university entrance examinations, repair of buildings and school facilities, organization and updating of local libraries, etc.

The activity of each member is evaluated by the team in conjunction with the committee of the Young Communist League, the establishment and the local authorities.

Posting of students

8. The students are assigned to the employing communities, which provide them with accommodation in buildings belonging to them or in a camp.

Duration and timing

9. The duration of the period of service, usually called 'the third working semester', is two to three months during the summer holidays. On average, each student takes part in work of this kind once during his academic studies.

ROLE AND PARTICIPATION OF ADMINISTRATIVE AND ACADEMIC PERSONNEL

10. The teachers are members of the teams and very often head them. In addition the administration of the institutions helps the teams in the preparatory and actual working phases by providing advice and practical organization and by monitoring the students' work without encroaching upon their independence.

The students receive wages for their work in accordance with the standards and regulations applied to permanent workers in the employing enterprises.

ORGANIZATION, FINANCING AND MANAGEMENT OF THE PROGRAMMES

11. The teams are formed from academic groups so that the students in a group form a 'brigade'; a number of brigades are then assigned to a basic production team. These teams are attached to territorial units - districts, regions, and ultimately the entire Soviet Union. The team chooses its leaders and administrators, who meet as the board of management, from among those of its members, whether teachers or students, who have previous experience in team organization and management.

The boards of management at all levels are supervised by the corresponding organs of the Young Communist League and work in close collaboration with the Communist Party organizations, trade unions and government authorities.

12. The specific tasks to be accomplished and the working, housing and other conditions are governed by a contract concluded between the representatives of the enterprises concerned and the representatives of the teams. In general, the enterprises cover the cost of transport, lodging and, in part, board; the balance of their board is paid for by the students themselves out of their wages. The enterprises are also required to pay to the establishments a specific sum towards the advance preparation of the teams before they arrive on the site.

ADVANCE PREPARATION OF THE STUDENTS

13. This preparation is done very carefully throughout the academic year. It comprises analysis of the results of work done the previous year, formation of

the teams, and preparatory courses on the nature of the work to be done, including courses on industrial safety, negotiations with the applicant enterprises and communities and the making of contracts with them. Specialized courses are given to the members of the boards of management of the teams.

ROLE AND RELATIONSHIP WITH THE COMMUNITY

14. Once established, the relations between an institution of higher education and a community or an enterprise are usually renewed over a number of successive years, with obvious mutual advantages. The fact that the students live and work alongside local workers and take part in the social life of the communities enables them to add to their experience of life and their knowledge of the problems of society and to gain a maturity favourable to their professional and spiritual training. The community plays a very active role at all stages: preparation, actual work and evaluation.

## B. FACULTIES FOR TRAINING IN THE SOCIAL PROFESSIONS AND SCHOOLS FOR YOUNG LECTURERS

PRINCIPAL CHARACTERISTICS OF THE PROGRAMMES

15. The emergence of faculties for training in the social professions dates back to 1960, and that of schools for young lecturers to 1968. They can now be found in most institutions of higher education and are attended by nearly 1 million students. These are educational establishments with a practical vocation, oriented towards service to the community. For example, the future teacher of mathematics at secondary level acquires, during his studies at the faculty for training in the social professions, the skills of a youth-club organizer, a trainer or the like. Actual service to the community during the course of study is an essential component of the syllabus at these establishments. They are most fully developed in teacher training and agricultural institutions, for there is a relative shortage of highly skilled specialists in culture, sport, management of community affairs, etc., in rural communities.

### Nature of the work and relationship with the study programmes

16. Faculties and schools of this kind feature a number of sections, or specializations, instituted by the establishment in question according to its initial vocation and the interests of its students. Mention may be made, for example, of sections dealing with the organization of community life (union activities, youth activities), popular art (drama, music and literature), journalism, international relations, problems relating to the scientific and technological revolution, environmental protection, sports training, law, economics, foreign languages, etc.

The theoretical part of the studies comprises courses, seminars and discussions. The practical part consists, according to the student's speciality, in giving talks at enterprises and communities, organizing meetings for amateur artists and journalists, sporting activities, etc. At the end of their studies, a certificate is awarded to those students who have successfully completed the programme, including a prescribed number of practical tasks.

Participation is voluntary; only students who have obtained satisfactory academic results in their basic studies are accepted.

### Duration and timing

17. The duration of studies in the faculties and schools ranges from one to four years, the average being between two and three years. Classes are held in the

evening and continue throughout the academic year except during the periods of preparation for examinations in the basic area of specialization.

ORGANIZATION, FINANCING AND MANAGEMENT OF THE PROGRAMMES

18. These faculties and schools are established by joint decision of the rector, the academic council and the student organizations of institutions of higher education. They are administered by a dean chosen from among the teachers and by the council, in which all the parties concerned are represented. The various sections are based so far as possible on the departments of the institutions concerned. The members of these departments conduct courses and seminars and supervise the practical work of the students' 'service'. Extensive use is made of outside specialists as part-time teachers. The operating costs of the faculties and schools are charged to the budget of the institutions, which also provide them with premises and equipment.

ROLE AND PARTICIPATION OF ADMINISTRATIVE AND ACADEMIC PERSONNEL

19. They play a very active role at all levels: initiation, decision-making, programme preparation, teaching, supervision of students' practical work, and programme evaluation.

ROLE AND RELATIONSHIP WITH THE COMMUNITY

20. 'Service' activities are performed during the academic year in nearby enterprises and communities, usually within the district or area where the institutions concerned are located. During the holidays, the students go to more distant regions and communities. In this way some practical activities are performed in construction teams. The management of the faculties and schools gets into touch with the leaders of the interested communities in order to settle the conditions and timetable for the service. The most tangible results are achieved under permanent co-operation agreements between the institutions of higher education and enterprises in their field of specialization.

III. PRINCIPAL RESULTS ACHIEVED AND IMPACT OF STUDY SERVICE IN HIGHER EDUCATION ON THE STUDENTS, THE UNIVERSITIES AND THE LOCAL AND NATIONAL COMMUNITY

21. The results of socio-political practice are considered very favourable by all the parties concerned.

So far as the students are concerned, participation in various activities under the heading of socio-political practice enables them:

(i) to develop the ability to apply the theoretical knowledge and skills acquired during their academic studies;

(ii) to gain greater experience of life, to gain maturity and to go more deeply into the real problems of the community;

(iii) to acquire a 'social' qualification that enables them, on the one hand, to broaden their intellect and, on the other, to play a more active role in the community.

So far as the institutions of higher education and the teaching body are concerned, the practice enables them to expand their direct contact with the communities,

and this has positive results in modernizing syllabuses and in developing favourable attitudes among the teachers towards community needs.

So far as the community is concerned, the impact of socio-political practice can be substantiated by the tens of thousands of buildings (housing, cultural centres, production centres, livestock buildings, etc.) erected and the cultural, sporting and educational activities carried on by students. Students' services are in great demand, and the number of requests from communities far exceeds the capacity of the institutions of higher education to meet them.

## IV. CONCLUSION

22. The various forms of study service in higher education (construction teams, faculties for training in the social professions, schools for young lecturers, etc.) have proved their effectiveness in the course of several years' experience and will be continued and improved upon. Efforts will be made to diversify the students' participation, to bring the nature of the activities performed closer to the basic specialization and thus to strengthen the combination of academic studies with extra-curricular activities. With these aims in view, research activities geared to the specific needs of industry, agriculture and the community, carried out by groups of students and directed by their teachers will undoubtedly be further developed. The number of groups set up at the request of interested enterprises will increase under long-term co-operation agreements between institutions of higher education, enterprises and industrial centres of applied research.

# UNITED REPUBLIC OF TANZANIA

## I. INTRODUCTION

1. The Tanzanian experience in the matter of study service is inspired by the concept that a close relationship exists between education, work and service for the community. Thus, service is considered as a substantial element in the educational process and is applied at all levels of the educational system. At the post-secondary level there are two principal forms of experience: (a) national service, under the patronage of the Minister of National Defence, is an indispensable condition for access to higher studies; and (b) study service in the true sense of the word, organized by higher education establishments, during academic studies. The second category of service varies according to the institution. The most established is that practised by the University of Dar es Salaam, which is organized in the form of a summer course and called the 'Fourth Term'. For the academic year 1976-1977, the University numbered several hundred participants.

2. The historical origin of the establishment of student service at different levels of education, as well as national service, goes back to the Arusha Declaration. This Declaration asserts the principles of the Socialist State of Tanzania and affirms, in particular, that 'No one may live off the work of others'. In 1967, President Nyerere elaborated the principles of the education of 'self-reliance' (education leading to autonomy). These declarations were adopted by the Executive Committee of the CCM Party 'Chama Cha Mapinduzil', in 1974, in the form of directives entitled 'the Declaration of Musoma', which is the name of the town where the meeting of the Executive Committee of the CCH took place. According to this declaration, Tanzania undertook to assure universal education, while secondary and post-secondary education were considered as a privilege reserved for a superior class. Automatic admission to post-secondary education was abandoned. It was also due to this declaration (Declaration No. 16: 'Practice of young citizens with a view to serving the nation and their employment in important national tasks') that national service, established in 1964 as a voluntary activity, became obligatory 'for every man or woman between 16 and 35 years of age having finished the fourth or sixth year of secondary studies in Tanzania or abroad'. The duration of national service was fixed at one year in 1975, but the students are obliged to work at least two more years in order to qualify for enrolment in a post-secondary education establishment.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

3. The aims of national service are political, military, productive and educational. It consists of preparing the students for national defence, as well as giving them a sense of discipline and social equality. From the educational point of view women and men should be aware of the resources and richness of the country. At the same time, participation in service contributes to the enrichment of the students' personality by giving them self-confidence and in opening up to them new fields of study and giving them a suitable training. For their part, the students contribute to production in rendering service to local communities and companies.

4. The objectives of study service in the true sense of the word, are political (making the students aware of the social realities in their country, informing them of the hopes of society), and educational, in that the students are, in general, engaged in work which corresponds with their respective specialities.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and relationship with the study programmes

5. During the period of national service, the students, in addition to their physical and military preparation, take part in the cultivation of the land, animal farming, drainage, but also, more recently, in construction work, drainage, the fabrication of food products and construction materials. There is no direct relationship between the nature of the work carried out by the participants and their future specialization, as is the case with students of post-secondary establishments. At the end of the national service a certificate is issued.

6. Study service, in the true sense of the word, means the participation of students already enrolled in higher education establishments: (1) the programmes of the University of Dar es Salaam foresee the participation of all students within their field of studies, preferably in the first and second years of the study cycle. For example, students of civil engineering contribute to the construction of roads, bridges, medical students in sanitary education, students of mathematics help companies with their accounting and with cost/profit calculations. The participation of students in the 'fourth term' is taken into account and is part of the study cycle; (2) the programmes of the Institute of Adult Education is concerned principally with the participation of students in the provinces where they investigate with the local communities the principal needs and, by means of local and national conferences, analyse the situation and establish the programmes. The evaluation of university service corresponds to 20 per cent of the total requirements of the study cycle; (3) the Teacher Training College considers the loan of student services to rural areas in the fields of literacy, primary education, as well as productive work, in order to improve the living conditions of the inhabitants of the villages. The service is one of the requirements of the study course and is evaluated by attributing a third to the co-operative attitude of the students towards the problems of the community, a third to their professional capacity and a third to their report of activities; (4) in the programmes of the Tanzanian Episcopal Conference, which includes five seminars at the post-secondary level, students in the third year of studies undertake social and productive work in the village communities. Work carried out on the spot contributes to 20 per cent of the total requirements of the study programme; (5) Kivukoni College, which is sponsored by the TANU party, offers short-term courses to professionals of different types. The students are obliged to carry out their service in village communities.

### Student assignment

7. Because of transport problems in the majority of the university and of the national service programmes, the participants work in communities located close to the universities. With regard to the programmes of the University of Dar es Salaam, as with those of the Tanzanian Episcopal Conference, agreements are made between the authorities of these institutions and the local communities or enterprises, which allow the students to be posted to communities at greater distances from the study centres.

### Length and period

8. Participants are required to give one year, full time, to national service. The programmes of the University of Dar es Salaam foresee student participation for six to eight weeks, during vacation, in the first or second year of studies. Students of the Institute of Adult Education do their service during two weeks in September and two weeks in December. Kivukoni College requires students to spend three weeks doing practical work during the period of study, which varies from between three to nine months, according to the programme chosen.

Role and participation of administrative and academic personnel

9. Teachers of the University of Dar-es-Salaam participate in study service, as much in the establishing programmes as in their realization and co-ordination on the spot. They are particularly responsible for identifying the place of assignment, contact with the local officials, supervising the work of the students and advising them, and helping in the interpretation of the acquired experience. In 1977, between forty and fifty members of the teaching personnel were engaged in different stages of the organization and management of the programmes of service. These various functions of the teaching corps are considered as equally important as their roles as professors.

Student remuneration

10. The students of the University of Dar es Salaam receive, during the period of service, 50 shillings[1] per day as well as lodging and food. The programmes of the Tanzanian Episcopal Conference are financed by the communities which require their services and these communities also take care of the lodging and feeding of the participants.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

11. The organization, management and financing of the programmes of national service are controlled entirely by the Ministry of National Defence. In the programmes of the University of Dar es Salaam, the organization is the concern of the university authorities. The students may choose the places to which they are posted from the lists provided for them by the University. The students are assigned to jobs decided upon jointly by the University authorities and the representatives of the communities. They work, either individually or in twos, and larger groups are rare. The financial resources are provided, on the one hand, by the University budget, and on the other hand, by agreements made between the organizers and the communities, or the interested enterprises. In the case of the Tanzanian Episcopal Conference, the programmes are established according to proposals made by the village communities which take responsibility for the total expenses of the programmes.

## V. PRELIMINARY PREPARATION OF THE STUDENTS

12. The programmes of the University of Dar es Salaam involves a preliminary training of the participants. A theoretical course entitled 'Studies for Development', is obligatory for students of all faculties, who also receive training in the methodology of observation and systematization of their experience during their work on the spot. The other elements of preparation vary according to the specialization of the students. For example, for students of pedagogy, there are seminars where they prepare essays on such themes as 'Types of contacts between school and community', and 'forms of education for personal development'. Students in civil engineering are prepared in their technical field.

## VI. ROLE AND RELATIONSHIP WITH THE COMMUNITY

13. In the establishment, management and evaluation of the study-service programmes the organizers particularly take into consideration the active participation on the persons in charge, and all the members of the local communities. During the establishment phase of the programmes, the educational authorities co-ordinate and have preliminary consultations with the officials of the village communities and the TANU Party at the local level, in order that the programmes relate to the main needs

1. The rate of exchange of the dollar in September 1983 was: $1 = 9.56 shillings.

of the communities. The same procedure of co-ordination is maintained in the management phases and in the evaluation of University service. For example, in the organization of the programme of the Institute of the Education of Adults, professors and students give conferences at the regional and national levels, in order to discuss with the representatives of the village committees, the officials of the TANU Party and, in general, the members of the communities, the educational problems which exist, and also to establish programmes for solving them.

## VII. PRINCIPAL RESULTS AND IMPACT ON STUDENTS, THE UNIVERSITIES AND THE LOCAL AND NATIONAL COMMUNITY

14. The programmes of service, having only recently been established, have not yet been completely evaluated. With regard to national service, the organizers consider that the principal objectives have been achieved, above all those relating to the desirable attitudes in students such as: self-confidence, discipline, basic standards of hygiene, as well as interest in participating in national integration and the development of the defence of the country. However, certain criticism has been levelled at the extreme rigorousness of the discipline imposed on these students and the long duration of national service.

15. The preliminary evaluations made by all the parties involved in study service are equally, on the whole, positive. The professors consider that, through study service the students acquire a profound knowledge of the problems of the country and that it makes them more mature. For their part, the students feel that the service has been very helpful to them in their studies, but they consider that the evaluation is centred principally on the activities related to the domain of their studies and relatively less on their attitude towards the community. The local communities and the enterprises request student participation more and more, which is proof of their very positive attitude and judgement of study service.

## VIII. PRINCIPAL PROBLEMS AND DIFFICULTIES ENCOUNTERED. PERSPECTIVES

16. The service programmes tend to develop given the basic principles of the educational system. However, the organizers of study-service programmes underline certain difficulties which are due principally to financial problems, especially that of transport which prevents the distribution of students to regions located far from the educational centres. Problems are also encountered in the posting of certain categories of student such as law, physics and sociology who are quite prepared to participate in the service and who, sometimes, cannot find a suitable programme.

## IX. CONCLUSION

17. The service constitutes an important part of the educational system at all levels. It is an innovative experience designed to create a liaison between productive work and studies, as well as the acquisition by the students of certain attitudes likely to enrich their personalities.

# UNITED STATES OF AMERICA

## I. INTRODUCTION

1. Study service exists in most institutions of higher education having, at least, each year, 500,000 students. It is organized either directly by these institutions or with the help of organizations and programmes at the federal level who subsidize or provide technical assistance to the activities of the colleges and universities.

2. The policy and federal assistance to education emphasizes the preparation of the young for work. From the historical point of view, development in this respect passed through three stages: (a) reinforcement of professional training programmes in the schools and universities; (b) introduction of co-operative education; (c) development of programmes of service-learning programmes aimed at the integration of learning and employment by attributing credit units for extramural service to the community.

Most of the first two types of programmes are supported by the Office of Education of the Secretary of State and Public Health, while the programmes belonging to the third category are at the moment the responsibility of ACTION, a Federal Government Agency charged with the promotion of university-service programmes for students and young people and for the benefit of the community. ACTION undertakes a certain number of programmes, among which are the following:

(a) Volunteers in Service to America - VISTA. This programme was established in 1962 with the aim of helping the poor, the Indians and immigrant workers. Although many advanced-level students participate, the 'service-education' element of the programme is not sufficiently developed in the sense that education by experience does not normally have any academic value. In general, VISTA only takes on about 4,500 volunteers each year.

(b) Programme entitled 'University Year for ACTION'

University Year for ACTION (UYA) was launched in 1972 and its work is to prepare competent workers to serve within the framework of programmes aimed at combating poverty, encouraging higher education institutions to help the local communities, combining academic studies and service to the community. The students' work is accorded academic value. Approximately 2,000 students from about 50 institutions participate each year in the programme.

(c) Youth Challenge Programme started in 1975. It gives financial and technical assistance to schools, universities, communities and other non-lucrative organizations to develop part-time voluntary programmes for underprivileged groups of the population, and for the old and handicapped.

(d) National Student Programme (NSVP). Begun in 1969, its aim is to provide technical assistance to voluntary programmes already established in higher education institutions. In 1977, about 2,000 colleges and universities and 500 secondary schools, with 450,000 participants took part in this programme.

The work and activities are decided by each college participating, according to the needs of the communities being served, and the fields of interest of the students themselves. In contrast to the two above-mentioned programmes, the NSVP

does not give direct financial aid to the institutions. Its help takes the form of providing documentation, case-studies on other experience in the field of university service, manuals, guides, etc., and a journal entitled 'Synergist'. It also organizes training courses and consultations in the field for those in charge of the programmes.

3. Apart from the programmes carried out by ACTION, there are other public and private organisms concerned with the problem of the integration of service and education, such as: the National Centre for Public Service Internship, the National Manpower Institute and the Society for Field Experience Education.

The National Centre for Courses in Public Administration, in particular, collects and publishes documentation concerning the 'internship' programmes and provides technical assistance for the development of these programmes.

4. The higher education establishments organize many programmes of different types and with different objectives. Among these programmes, distinction should be made between the voluntary programmes created by the students themselves and the 'internship' programmes which are normally initiated by the teachers. Access to the first type of programmes is free for students of all disciplines and all levels, while in the case of the second type of programme, participation is restricted normally to students of certain disciplines, selected by the teachers and organized during the last years of study and in fields corresponding to the basic specialities of the participants.

To cite an example:

(a) The University of Maryland, which created service programmes for the community at the end of the 1960s. In 1974, the University set up an office to organize training programmes by experience which runs three types of programmes:

(i) volunteer service/learning programmes;

(ii) co-operative education programmes;

(iii) practical training programmes (internships).

(b) The Georgetown Law Center organizes, with the help of the students, courses and seminars in the secondary schools and re-education centres, as well as consultative services for interested organizations of the District of Columbia.

(c) The Boston University's Resources Office for Community and Field Experience Programmes offers students different possibilities for service:

(i) voluntary service to the communities in the Boston region;

(ii) service within the framework of field teaching with a view to helping the students to find work and obtain credit units required by the study programme;

(iii) service with a view to exploring future career possibilities by means of work and contacts with professional and business men.

(d) The Office of Experimental Studies of the University of Kentucky was established in 1973. It is responsible for giving technical assistance to students who wish to enrol in a course of experimental studies which includes apprenticeship by experience. Each year, 500 students participate in these programmes which are subsidized by the UYA. The University

of Kentucky, through its study-service centre and aided by ACTION, contributes also to the development of similar programmes in the IV Federal region (Alabama, Georgia, Mississippi, North Carolina, South Carolina, Tennessee).

(e) The Appalachin Leadership and Community Outreach (ALCOR) is an organization established by six colleges which set up voluntary service programmes for the isolated communities of the Appalaches. Between twenty-five and forty students are selected each year for service during the holidays.

5. Institutions of higher education also participate in programmes consecrated to community service and to adult education, which are responsible to the Office of Education's Community Service and Continuing Education (CSFE) created in 1965. These programmes are dedicated to the development of the community in various fields such as: assistance to the mentally handicapped, education in prison, sanitary education, the use of human resources, the protection of the environment, the fight against alcoholism and drugs, etc.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

6. The principal aim of the programmes of co-operative education or 'internship' established by the post-secondary institutions is educational. It means giving students 'a training by experience' and helping them to better understand the working world, with a view to their integration into their future professional life and improving their prospects for work at the end of their studies. There are also financial advantages (the students are remunerated during the working periods). The service to the community aspect of these types of programmes are only of secondary importance.

In contrast, this service is a primary aim in the case of programmes supported by ACTION as well as those organized, for example, by ALCOR, the Georgetown Law Center, etc. Participation in these programmes permits the students to acquire a knowledge of the problems of the needy, experience of working with others, and resolving social problems; it can also enrich their personality by the development of new activities in their field of studies and help them acquire maturity and a capacity for social management.

## III. PRINCIPAL CHARACTERISTICS

### Nature of the work and relationship with the study programmes

7. Within the framework of the UYA programme, the students work within their own field of studies. They are allotted academic tasks and obtain credit units for carrying them out. The evaluation of academic results is made by the counsellor of the faculty at the end of each semester. For the most part, the students are engaged in the following fields: consumer protection, social services, care of children and the old, leisure activities, etc.

The programmes carried out with the asistance of YCP and HSVP are of a similar nature in so far as the nature of the work and its relationship with the study programme is concerned.

8. Some of the voluntary programmes, like those of the Appalachian Leadership and Community Outreach Programme, take the form of summer courses and, normally, the student does not receive any credit units for his participation.

9. In general, student participation in the study-service programmes is voluntary, with a few exceptions (the Alderson-Broaddus, Goshen and Iowa Wesleyan Colleges). Students of all disciplines, full time, part time and foreign students, may take part.

Posting of students

10. The majority of programmes envisage a long-term commitment by students to the communities. The internship programmes and the short-term voluntary programmes tend to be located in areas close to the colleges and universities.

Duration and period

11. The duration of the services varies considerably according to the different programmes and can last from a week to one year. The participants, in the UYA programme, work full time for one year. The students of the Georgetown Center give one year of service in the communities of the Boston district; those of ALCOR work from eight to twelve weeks. Universities which have established internship programmes generally require the students to give one trimester of work. Most of the volunteers engaged in the YCP are required to give three to six hours of their time per week for one year.

Role and participation of the administrative and academic personnel

12. The academic and administrative personnel participate in the planning, execution and direction of the UYA programmes. In particular, they attend consultative commissions and are sometimes employed as project directors. In the ALCOR programme, the teachers work in the field with the voluntary participants. ACTION grants financial advantages to those responsible for the administration of programmes at the university level. Other incentives, such as a reward for extra work carried out (such as expenses, or account taken with regard to career promotion), may be granted to teachers by the institutions themselves. The financial advantages granted to the teachers are in general not sufficient in relation to the amount of extra work. Nevertheless, the situation would appear to be improving in the sense that study service is becoming more and more recognized as a regular activity of post-secondary institutions.

## IV. ORGANIZATION, FINANCING AND MANAGEMENT

13. The modalities of the organization and financing of service programmes are quite varied. In the case of programmes proposed by specialized agencies such as ACTION, these agencies make agreements with the colleges and universities and provide technical assistance and/or financial resources.

During the first three years of the experiments, UYA grants to institutions subsidies which can amount to 80-90 per cent of the total expenses of the project. From the fourth year onwards, the higher education institutions have to continue the programme without any financial contribution from the UYA. The post-secondary institutions maintain the organisms responsible for the organization and control of the programmes. The local personnel of ACTION supervise the running of the projects.

14. On the other hand, several colleges and universities themselves organize the programmes (notably, programmes of co-operative education or internship), by making agreements with the agencies or companies concerned. These programmes are financed by the budgets of the institutions and administered by the students and teachers with the aid of officials of the communities, public administration and the institutions.

15. The UYA programmes grant the students an allowance to cover the cost of food and lodging which varies between 80 and 225 dollars per month, according to the conditions existing in the various operational regions. Other advantages, like, for example, an increased fellowship grant or a small financial aid to cover miscellaneous expenses, may also be awarded.

Students participating in programmes of co-operative education and internship receive a slightly higher salary.

16. The students work individually or (as in most cases) in groups.

In the case of programmes supported by the UYA, the tasks allotted to the students are decided jointly by the volunteer himself, the director of the UYA, the representatives of the participating agencies who supervise the running of the projects, and occasionally, by the officials of the departments who supervise the academic progress of the volunteers. The progress made is evaluated differently, according to each institution: 'pass' and 'failure' are the most common.

In the internship programmes, the work to be carried out by the students is decided by the teachers.

## V. PRELIMINARY PREPARATION OF THE STUDENTS

17. All programmes envisage a preparation of the students before and during the service: the students attend conferences, seminars and workshops and may consult the technical personnel in the agencies while carrying out the service.

## VI. ROLE AND RELATIONSHIP WITH THE COMMUNITY

18. The programmes of study service such as ACTION, ALCOR, the Georgetown Center, etc., encourage the active participation of the community.

## VII. PRINCIPAL RESULTS ACHIEVED AND IMPACT ON THE STUDENTS, THE UNIVERSITIES AND THE LOCAL AND NATIONAL COMMUNITY

19. The evaluations made of the study-service programmes show the positive results achieved. For example, nine out of ten participants of the UYA programmes state that they have acquired, during one year's service, more knowledge of a practical kind, than during an equivalent period of academic studies. In addition, more than 50 per cent of these students consider that they have acquired a better capacity for comprehension.

Moreover, they have received financial reward and share the satisfaction of having helped others; the underprivileged also have benefited from the services received.

The UYA programmes also contribute to the bringing together of the universities and the surrounding communities, and are considered a useful means of recruiting students. Thanks to the UYA, the institutions of higher education are becoming more flexible and imaginative in relation to study programmes and methods of instruction. Nevertheless, the teachers are not unanimous in their estimation of the service programmes: some feel that the periods of service should not be taken into consideration.

## VIII. PROBLEMS AND DIFFICULTIES ENCOUNTERED

20. The principal difficulties underlined by the University authorities derive from the reticence shown by a certain number of teachers with regard to participation in study-service programmes; this reticence is explained, mostly by an underestimation of the academic value of the service and concern for the preservation of the traditional functions such as research, publications, etc. Added to this is the lack of advantages granted to teachers as a recompense for their engagement in the study service. Other problems arise from difficulties in finding short-term work for the students (necessary in the internship programmes or in co-operative education), as well as certain difficulties in organizing the cursus without prolonging the study period. The students sometimes find difficulty in readapting themselves to academic studies after a period of work and vice versa. They also consider that the allowances they receive are not very high in comparison with the normal level of salary. The financing of study-service programmes poses another problem for some institutions, particularly for those who experience a drop in the number of their students.

## IX. CONCLUSION

21. All the programmes of study service have demonstrated their efficiency and value for all the categories concerned: the students, the community and the university. The service-learning concept tends to be accentuated within the framework of the programmes for youth which are presently devoted entirely to the service (VISTA, etc.). The movement towards the national programme of education by service would be a positive tendency towards the consciousness of the needs of the different categories of young people and the communities.

# Z A M B I A

## I. INTRODUCTION

1. Student service is established at all levels of the education system. All teaching establishments, at each level, have a 'production unit' where students carry out their service. At the end of their secondary studies, students must participate in national service programmes, this being a necessary condition for enrolment in post-secondary education establishments. Practical training during academic studies also contains elements of service for the communities in which this training is carried out. In addition, during 'Humanism Week', the entire population participates in work for the national community.

## II. CONCEPT, FUNCTIONS AND OBJECTIVES

2. The objectives projected for student service stem from a political and ideological conception of promoting, among others, personal initiative and humanism, with a view to the social, economic and educational development of the country. From the educational point of view, these general objectives can be attained by the association of study and work.

## III. PRINCIPAL CHARACTERISTICS

3. National service is a preliminary condition for enrolment in post-secondary education and, in principal, lasts twenty weeks during which the students are given a military training for the defence of the country and work in communities located close to the service centres. The length of service is, however, reduced for those who are able to obtain a place in a higher education establishment. At the end of national service the participants are awarded a certificate.

4. The participation of students and teachers in study service is voluntary and is carried out in the 'production units' of the teaching centres, or in the communities close to Lusaka. On the other hand, during their studies, students carry out practical courses with a view to solving certain development problems. Students of civil engineering contribute to electrification projects, to the construction of roads, to repairing farm machinery or educational equipment. Students of social work undertake sixteen weeks of full-time service in urban or rural regions. The 'service' activities carried out by the students during 'national service', or in the production units, are not officially taken into consideration either by the authorities of the educational establishments or by the local communities or the employers.

5. The study cycle comprises courses intended to stimulate in the students an interest in the problems of the national community which will encourage them to participate in service; for example, civil engineering students do courses such as 'engineering in society' or 'the socio-economic role of engineers'.

## IV. PROBLEMS AND DIFFICULTIES ENCOUNTERED. PERSPECTIVES

6. As the university-service programmes have only recently begun they have not yet been evaluated. However, certain problems in the establishing of the 'production units' can be noted in current practice: above all, the lack of financial resources for the upkeep of these units as well as difficulties concerning transport; there are also problems relating to the planning and organization of the programmes which result mainly from the weak participation of the teaching personnel.

## V. CONCLUSION

7. The study-service programmes stem from the putting into practice of the 'education/productive work' relationship as a method of teaching and learning. In this experiment, the value of the creation of 'production units' as a form of direct contribution by the educational system as a whole to the economic and social development of the country must be underlined.